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ABSTRACT

A handbook for citizens taking on the responsibility of running a day care program for the first time, starting at the beginning and presupposing nothing, is presented. Sections are provided on: organizing to establish a day care service; getting started as a sponsoring group; functioning as an ongoing board of directors; board-staff relations; labor-management relations; planning successful meetings; what goes into an educational day care program and how to recognize it; and evaluation. A glossary of terms is included. Appendices give detailed material pertaining specifically to New York State and City but applicable to other areas of the country on such topics as: physical premises, seed money resources, request for and steps in incorporation, tax exemption and insurance, by-laws, personnel policies, job description, and check list for board efficiency. (LH)

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A Handbook for Citizens Concerned with Day Care Programs



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Special thanks are due to our Founder and Honorary Chairman
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SO YOU'RE GOING TO RUN A DAY CARE SERVICE!

FOREWORD:

This manual is designed to serve as a guide to those taking on the responsibility of running a day care program for the first time. It starts from the beginning, presupposing nothing. Hence there are some overlaps, second looks and elaborations just as there are when one lives a new experience. Insights gained by the Board and Staff of the Day Care Council of New York from years of consultation with groups just entering this new area of responsibility have resulted in the kind of material treated here and the methods of explanation.

It is hoped that this manual and its appendices will prove useful to established groups as well, both in day care and in other fields, to help them rethink their own procedures and perhaps to offer new ways of approaching old tasks.

Although some of the detailed material in the Appendix pertains specifically to New York State and City, it will surely be replicated in other areas of the country or may serve as a prototype for areas developing programs.

Please contact the Day Care Council of New York, Inc. for further information or assistance.

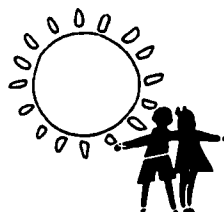


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PROLOGUE

The Day Care Council of New York is a federation of day care centers that first banded together in 1947 as a means of fighting for their fiscal survival when wartime child care funds were cut off. During World War II, day care funds had been generously provided for the children of mothers employed in defense industries and the concept of day care for these children was then both popular and patriotic.

At the end of the war, it was assumed that all mothers would gratefully return to the kitchen and therefore day care funds would no longer be needed. As every woman knows, mothers not only failed to return to the kitchen but their numbers in the labor force continued to increase dramatically in the years that followed.

In 1947, when funds were withdrawn, New York City already had more than 80 day care centers serving the children of working mothers. The citizen boards of these centers then formed a coalition which represented the first organization composed of a true cross-section of the New York community since it included persons who had never worked together before, being of diverse backgrounds as to race, economic level and points of view. This coalition then organized itself into the Day Care Council which was to be a continuing representative of their citizen interests as well as a watchdog for the protection of children in programs.

In the years that followed, this unique organization played an important role in achieving a number of significant gains for day care programs in New York City and sometimes the nation. Some of these gains included the following "firsts".

- First peacetime allocation of City tax monies for day care programs.
- First commitment to provide day care space in every low-income Public Housing Development.
- First funds from New York State provided for day care on a matching basis with municipalities.
- First program-wide staff pension plan instituted for all personnel employed in day care centers.
- First credit-bearing pilot training programs instituted to upgrade the skills and careers of personnel already employed in day care as well as those newly entering the field.

Today, with the increased public interest in day care and 160 member centers, New York's Day Care Council is more active than ever on a number of fronts. These include working with new groups seeking to open programs for the first time as well as helping older agencies to evaluate their work. Assistance to new boards is an especial concern of the Council's and involves helping them toward smooth operation and toward instituting whatever kind of education program will best reflect parents' desires for their children. This handbook for new and old day care boards is part of that continuing effort.

CHAPTER I



ORGANIZING TO ESTABLISH YOUR DAY CARE SERVICE

INTRODUCTION

So you want to operate a day care service in your neighborhood? Welcome to one of the most satisfying undertakings of your life.

No matter what problems come up and what headaches you and your fellow sponsors endure, it will all be worthwhile when you see the children growing and developing in your program! If you are a parent, you will know that you have directly participated in giving your child the best possible start and that other youngsters will benefit as well. If you are a community person or other volunteer you will know that you have contributed directly to making a healthier environment in your neighborhood and hence, in your entire area. If you are part of a large service organization which has never served young children in this capacity before, you will enjoy the sense of contributing directly to the well being of young families. All of you will have exercised a high form of citizenship by your direct participation in the creation of a better world for children — of a better tomorrow.

You will, incidentally, have had fun, you will have made new friends, and no matter what your age, you will have grown and matured and become a good bit wiser than you started. So, welcome!

COMPOSITION OF SPONSORING GROUP

It is likely that the idea of starting a day care service in your neighborhood began with just a few of you. Perhaps you heard about needs in general at a church meeting, a fraternal organization, a political gathering or you might have seen need at first hand. You yourself might like to return to the old job or to take training or education to fit yourself for employment. Possibly there is no good place in which your child can spend the day, a safe place staffed by competent people, a place where you are welcome and where you can not only have a say in the day to day plans for your young one but where you can become as involved as your time and interests allow you to.

Whatever your own vantage point, we usually find that half a dozen people first got serious about the idea of day care and then talked further to friends and associates. If you find that your "core" group is pretty homogeneous, start right now to add persons of different interests and backgrounds. The broadest base will give you the service most representative and responsive to local needs. Additionally, you may pick up skills among committee members that will be useful to the entire group as program goes on: a lawyer, an accountant, a school teacher, to name a few.

A. The Role of Parents

Some educators feel that, to have maximum effectiveness, any early childhood program must build upon the early learnings of the home and that, likewise, the home should have opportunities to reinforce and extend the learning situation of the center or school. This is the view of the Day Care Council.

In order to accomplish this, parents must have close involvement in the planning for and in the daily operations of the day care program for the home is the first and most important teacher. This may be accomplished through parent participation on a policy advisory committee which has close administrative interaction with the governing body or it may be through parent membership on the board itself. Since day care serves primarily working parents, it must be kept in mind that every parent who holds a full-time job away from home may not want to take on the additional job of running a day care program. However, most parents do want, and all should have an active determining voice in their child's affairs and the experiences planned for him by others. But, to expect all parents to want to actually run the programs does not take a realistic view of the differences in human energies and interests. Thus, diversity of opportunity for participation on several levels must be available to all parents to utilize in whatever way best suits their needs and availability.

B. Role of the Community

Day Care, whether provided in a family home or in a group care center, is a community service. The children and parents who depend on it often live within walking distance of the program and thus are an integral part of the larger community or neighborhood. The day care facility, therefore, needs to be fully aware of the broader needs of its community for other kinds of services and should play a cooperative role, together with others, in planning for their effective establishment and utilization. In order to be sure that your day care program reflects local needs and local life styles and aspirations, the program must have active input from the community itself. One of the best ways to achieve this is through membership of various community representatives on your program's board of directors as well as through the employment of community resi-

dents as staff in the children's program. In New York City for example, 50% of staff employed in day care live in the neighborhood served by their centers, and of the remainder, almost all once lived there.

DETERMINATION OF NEED FOR SERVICE

Your group should have something more concrete than a hunch that day care services are needed in your area. There are several ways to determine this so that when you discuss your plans with the various people whose help you will need, you can speak with authority. We are most emphatically not talking about real research, just an alert citizen group gathering some informal facts about their own neighborhood. Here follows some of the more usual ways to determine "who" and "how many".

1. If a group or family day care service already exists in your area, ask them about their waiting lists. Are there older or younger children than those served for whom no service is available?
2. Local schools will have a break-down of family composition of those children enrolled. This will give you another index of preschoolers who may need you. Schools may also know how many of these children have one or two working parents. Where do the young school children themselves spend the hours between the close of school and the return of parents?
3. A well baby clinic is one source for determining the number of infants in your vicinity. The Health Department should also be able to supply you with an index of live births over the recent past years.
4. Your local welfare center must have records of all families receiving any form of public assistance and of course, of family composition. We would guess that the degree of cooperation you will receive in obtaining these figures locally will vary. Certainly they are your right to have as a citizen and if local sources give you a hard time, write to the city-wide or area Department of Social Services.
5. It might be worthwhile to write your local Department of Labor and inquire as to the statistics on employment and unemployment in your area, particularly as they relate to working mothers.

All these pieces put together will tell you what you need to know. How many parents in your area need a day care service? How many children? What are the ages of these children?

FINDING A PREMISES

A. Group Day Care in a Center

After you have determined approximately the numbers and ages of the children who need day care in your area you will then decide, with the participation of some of the prospective parents them-

selves, just what form the service should take. The kind of program you decide you need will in large measure dictate the kind of premises you will need and certainly the kind of renovation that will probably be necessary once you have found a place.

Let's suppose your group has decided that you want to serve two's, three's, four's, and five's in a group care center. You will need experts to advise you all along the way, especially those who have charge of licensing in your area, but there are certain features that you can determine for yourself and hence, screen out many unsuitable premises. For instance,

1. There must be two exits to a building for safety in case of fire. If there aren't two presently could another be made?
2. The rooms should have air and light for at least part of the day. In other words, a deep basement with small high windows is not suitable for all day use for young children. If it is dry and warm, such a room can be a valuable adjunct for inclement weather but not as a "home room". Would you want your child to spend all day there? — that's a good self-testing question. Such rooms, however, may well be suitable for programs serving school age children part time during the school year and full time in the summer since these can use premises that would not be suitable for younger children who spend their entire time in the center the year around. Older children have had the school experience for part of the day and their different program needs reflect themselves in different kinds of space needs.
3. Plumbing and kitchen outlets need not be present but it is better if they are for installation of these utilities can send costs up substantially.
4. As to size of space, a generous rule of thumb is 30 sq. ft. of relatively open space per child in a class room. Knowing the dimensions of a room will, hence, give you the number of children it can accommodate. There must also be some additional space available for an office, for bathrooms, a kitchen and hopefully a small room to which staff can retire for rest, and meetings. In general, think of 100 sq. feet per child for all services a center will need, including offices, closets, bathrooms and everything else.
5. It may be that you have had your eye on some land, either vacant or about to be cleared and you have visions of a large program to serve many ages of children and to provide family and teenage programs too in a building that you have designed yourselves with professional help, of course.

When you have found such a space or property, call in the experts. If you have a day care council in your area, they can certainly help you. Your local Department of Social Services may be able to give guidance themselves or to refer you to those who can. Failing this, write to the appropriate public departments in your state (social services, education, etc.) as well as those national agencies that concern themselves with young children:

The Day Care and Child Development Council of America
1426 - H Street, N.W.
Washington, D.C. Tel.: (202) 638-2317

Black Child Development Institute
1028 Connecticut Ave., N.W. Suite 514
Washington, D.C. 20036 Tel.: (202) 659-4010

National Association for the Education of Young Children
1834 Connecticut Ave., N.W.
Washington, D.C. 20009 Tel.: (202) 232-8777

Office of Child Development
U.S. Department Health, Education and Welfare
400 Sixth Street, S.W.
Washington, D.C. Tel.: (202) 755-7766

Child Welfare League of America, Inc.
44 East 23 Street
New York, N.Y. 10010 Tel.: (212) 254-7410

All of the above organizations have publications and/or services which can be of help to beginning day care groups.

You will need advice on several points, among them: is the premises you have found suitable for renovation at anything like a reasonable cost? Who owns the land you have your eye on, is it encumbered in any way, and what are the resources in your area for the necessary financing?'

B. Family Day Care in Private Homes

When your group has determined the need for day care services you may decide that care in individual homes will best serve these needs as you see them. Among the findings that may point you in this direction are the ages of children needing service. You may feel that infants and toddlers will do better in a home-like setting or you may wish to serve family groups of youngsters in the same home.

The lack of care for children with special needs, such as mild retardation or emotional disturbance, orthopedic handicaps, may also bring you to the conclusion that family day care will provide a good answer to their needs.

You will need to look for a small office to provide space for your director, secretary and field staff who visit the homes. You will need space for interviews and for the keeping of records. If you can secure or rent space in a community center, Y, poverty program, church or other on-going service you may also have a meeting room on the premises which will be a big plus. If you don't you can always rent or borrow some neighborhood hall when you need it.

¹ See Appendix I: Some of N. Y. State and City procedures that may be useful as guidelines in the financing of physical premises for group day care.

The big problem in physical facilities for family day care is finding suitable homes very near where the children who need care live. If you are serving children of a low income bracket they will be living, for the most part, in areas of marginal housing. However, in spite of delapidated exteriors in such neighborhoods it is usually possible to find many highly desirable homes and mother's. It is a very neighborhood that will pass your local licensing regulations with flying colors.

You will want to find out how many such women in your area are interested in taking care of young children under the terms you are able to offer them. One way is to print up flyers announcing the possibility of this new service to children and asking those interested both in giving and using the new service to come to a certain place between certain hours and days. Any social agency or church should be glad to offer you temporary space to conduct such a trial registration. These flyers can be distributed in housing projects, in schools, churches and settlement houses. If more than one language is spoken in your community be sure that you print flyers in both.

When prospective family day care mothers come to have a first interview be sure that the person who meets them understands the basic concepts of a family day care program and that she can interpret local licensing regulations. The prospective family day care mother needs to know too that she will be expected to receive and use some training and supervision. Those who will use the service need to know that much more than baby sitting will be available to their youngsters.

While you are planning the above steps you will have been in contact with your local licensing agency discussing your plans and getting their agreement to visit the homes of those who, on first screening, seem to be possibilities. You will, hopefully, have been discussing with your local board of education or nearby colleges, plans for orientation and ongoing training of those mothers who are going to be caring for the children in their homes.

If you find that you have many applications to give service but few to use it, you may want to consult with neighboring group care centers, Head Start programs and elementary public schools. They will know the families who have young children whose mothers are working or unable to give them care for other reasons. They will know, too, of handicapped children whose mothers are working or want to work if good care can be provided.

Family day care can work hand in hand with group care. When infants get old enough to profit from a group experience, say between two and three, they can automatically attend the group care center nearby. Some handicapped children will progress to the point where inclusion in a group will benefit them.

You will find as you go along that the very visibility of group day care makes it easier to interpret to the community than family day care. Get to know your community resources so that you can tell

them what your service is. You will need them and they certainly need you.

FINANCING BUILDING AND RENOVATION COSTS

The entire question of financing for construction or renovation is a complicated one and you will need experts who know the most current local laws and practices as well as the resources available to guide you through the maze. You will want to become familiar with your state licensing regulations and with those who administer them.

More and more businesses, labor unions and banks are interested in supporting day care groups. Suffice it to say here that there is wide latitude and lots of financial help available — if you know where to look. The big thing is, don't be discouraged. If there is need in your area, if you can find a site or a building in a reasonable state and if your group is determined, you will one day open your doors to the children and parents who need you.

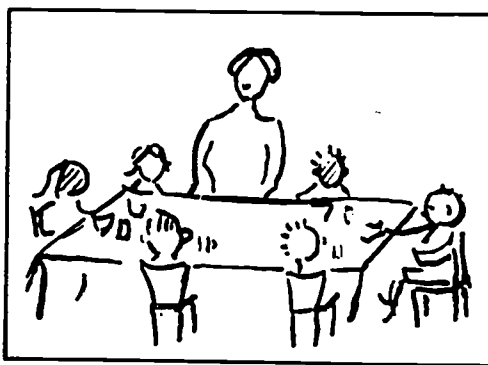
FINANCING PROGRAM COSTS

In 1967, the Congress amended the National Social Security Law to make it possible for State Departments of Social Services to apply for federal funds to cover as much as 75% of the day care costs for children who are "past, present or potential" recipients of Aid to Dependent Children.

You can find out if your state has applied for such monies by contacting your local Department of Social Services and your regional office of the U.S. Department of Health, Education and Welfare. If your state has applied or is eligible, it will be necessary to work out your funding needs with the local Department of Social Services through which these federal monies will be allocated.

For children who do not qualify as past, present or potential ADC recipients, some states will provide child welfare funds to underwrite some of the cost of day care services. Often, local Community Chests, Red Feather and other philanthropic organizations will underwrite a share of the cost of running a day care center. An additional share may also come from Parents' fees. In New York State, all local Departments of Social Services have access to day care funds for allocation to sponsoring groups. If your local commissioner has not yet applied for or made use of these funds, urge him to do so at once for the support of existing, as well as new programs.

CHAPTER II



GETTING STARTED AS A SPONSORING GROUP

There are certain mechanical operations that you will have to go through in order to really be in business and there are certain ground rules you will want to lay down for the internal operation of your group. It is wise therefore, to set up a mechanism which will allow you to function in an orderly way. Electing officers on a temporary basis will farm out the necessary jobs and people will know where to turn for assistance and information.

A. Pro-Tem Officers

It is, of course, not necessary to have your officers elected on a temporary or short term basis. Particularly if the group knows each other or has worked together before, they may be absolutely sure whom they want to represent them. In that case a year or a two year term may be quite acceptable. If you don't know each other, however, it may be safer to elect officials until certain duties have been accomplished such as filing for incorporation and non-profit status and making up a set of by-laws. Your first annual meeting would be a good time for elections, according to your by-laws. During this relatively short period, leadership qualities and non-leadership qualities will emerge, some people may prove to be too dictatorial or too timid to assume the roles they at first seemed fitted for. Certainly a president, a vice president, a secretary and a treasurer are absolute musts at any stage of development. Together they should be responsible for planning and calling meetings and, at the direction of the others, advance your group plans.

B. Duties of Officers, Including Agendas, Minutes and Treasurer's Reports

1. President

In addition to his group responsibility, each officer has a specific job. The president usually chairs the meetings. That is, he

plans what points will be covered at the meeting and this is called an agenda.¹ Then he must see that the agenda is covered during the meeting. It is a very good idea if the agenda or at least a rough outline of it can be in front of each member at the meeting. Failing this, the chairman (president) may tell the group orally what he proposes for them to consider and get their agreement on it. This is a protection to the group against long winded tirades as well as the introduction of entirely extraneous matters and shows them just what items must be dealt with.

2. Vice President

The vice president carries out the above functions in the absence of the president. Additionally, he is usually allocated some of the important jobs that must be done. He may also have a specific title and job, such as Vice President in Charge of Physical Premises. There is often more than one vice president, depending on the number of jobs to be done.

3. Secretary

The secretary takes the minutes. Minutes are an accurate and succinct record of what took place at that particular meeting. The secretary writes or types them up as soon as possible after the meeting, goes over them with the president and when both agree that these minutes are an unbiased record of the proceedings they are then ready for presentation to the next meeting.

Sometimes, (and this is excellent if you have the time and resources), minutes are mailed out to the group before the next meeting. This gives people a chance to go over them at leisure and to come to the meeting ready to correct and or pass on them. If you cannot mail the minutes, they must be read as the first order of business at the subsequent meeting. Taking good minutes is an art as they must be brief and yet comprehensive. We cannot over stress the importance of minutes. They are the living history of your group and what will become your corporate life. You and those who come after you will consult them hundreds of times and bless you if they are good and if they are bad — Well! A sample form of minute taking appears in the appendix at the end of this book.²

The secretary is in charge of seeing that notices are sent out for meetings or telephoning members if that is the way meetings are announced in your early days. As your group gets bigger and older and more organized you may want to break the secretary's job into two: a recording secretary who is responsible for minutes and a corresponding secretary who

¹ See Chapter V: "Planning Successful Meetings".
² See Appendix II: Suggested form of Minute taking.

is responsible for writing the letters of the organization and of sending out the notices of meetings. The secretary is also responsible for keeping all the records of the organization, such as By Law copies, letters of agreements, copies of special correspondence, etc.

4. Treasurer

The Treasurer keeps the purse strings. He must have records at all times of the assets, if any, and debts of the organization and he must present a statement of these at least once a month. He must also advise the group financially, what it can afford to do and when. If there are dues, he must see that they are collected and if fund raising affairs are planned he must be closely involved, both before in planning and afterwards in tallying up. When you are incorporated and have also received a tax exempt status he will be responsible to see that once a year an auditor prepares an audit of your affairs and that it is transmitted to the proper government department. Failure to submit an audit at the designated time can imperil this status.

C. Financial Reports and Procedures

1. Audit

An audit is a formal, yearly check on the accuracy of your books and financial records, prepared by a certified public accountant who is in no way connected with your organization. The purpose of the audit is to prove that there are no errors in your book-keeping. This audit must, by law, be presented yearly to state authorities to insure the continuance of your tax exempt status. Just as importantly, you will want to have concrete evidence to show past and future supporters that your financial affairs are in order.

2. Monthly Financial Reports

The monthly financial reports prepared by your Treasurer will be gone over in detail by your auditor. These reports should be submitted monthly to your board and should contain a list of all income received and expenses incurred during that period. It is also useful to include a column of parallel items and figures showing a total spent to date in the fiscal year. An entirely complete monthly report will also have a column indicating the amounts budgeted for the given items at the beginning of the fiscal year. There is really nothing complicated about keeping all the above figures so long as you start right and keep them up to date every month. You and your group will know at every minute just how your finances stand — this is a good feeling and gives potential contributors and those

See Appendix III: Sample Monthly Financial Report.

who pay their fees the idea that you will use their money wisely. If you receive money from tax sources, your accounting must be meticulously correct.

3. Seed Money

It is almost certain that your group will incur some small expenses in your efforts to organize and get on with the job. These expenses may include the following: hiring a lawyer to draw up your incorporation papers and to apply for a tax exempt status, paying for telephone, stationery and stamps, perhaps hiring a meeting hall from time to time. Certainly you will need an architect's drawings for construction or renovation of your premises. You will have to hire your director and pay his or her salary for at least two months before program begins in order to get your program all together, employ other staff necessary and begin to enroll children. Most communities have various sources of seed money. Your local health and welfare council or Community Chest may be interested in helping start such a fund. Urban Coalitions in some areas have been active in this way. The New York City and State pattern present an interesting prototype.¹

4. Incorporation and Tax Exempt Status

In order to receive money from any public department of the city, state or federal government your group must become incorporated.² Incorporation is a formal legal statement of your association in order to do a specific job. If you are to receive public money, there must be some form of accountability for these monies. Incorporation is the first step in establishing accountability.

In addition to accountability to a public agency, incorporation also provides a protection to the individual members of your group, in the event of any accident which might lead to a lawsuit. As a corporate body, your group will carry insurance to assist in such matters.³ In this case the incorporation papers will say that you plan to run a day care service. In New York State, the Department of Social Services will be the one to whom to apply. You must have the advice and assistance of a lawyer in drawing up and submitting the forms they will send you. If you have a lawyer in your group or know of one who will do this free of charge so much the better. If not, ask the advice of your community council or chest, urban coalition, poverty council or any fraternal organization. They will be able to help you find someone whose charges will not be out of sight. A seed money fund described above may be available to you for this purpose.

¹ See Appendix IV: Seed Money Resources in New York City and State

² See Appendix V-VII: Procedures Necessary for Incorporation, Tax Exemption, Foundation Status.

³ See Appendix VIII: Recommended Minimum Insurance Protection for Day Care Sponsors, Children and Staff

You will want to receive a tax exempt status for a couple of important reasons. First you will be relieved of taxes on many items and services that your day care program will be buying. Secondly, any gifts you receive of money or merchandise will give their donor a tax deduction on his income tax. For instance, in most cases, tickets you sell to a fund raising affair can become part of a contribution to "charity" on the part of the purchaser. Whether the purchaser takes a standard or an itemized deduction on his personal income tax form, it is still an attractive selling point.

It is also necessary, since 1970, to have a special Internal Revenue form so that you may receive tax free donations. If you are applying for foundation grants you will need to furnish proof that you have filed with the Internal Revenue. You may think that such reasons don't apply to your group but don't ever discount the idea of a rich patron — it still happens — from time to time!

5. By Laws

Now that you're incorporated, you've become a full-fledged board of directors and although you must still tend to the external formalities of organization you will want to turn your attention to internal organization in the form of By-Laws. By Laws are your own ground rules and you can have almost any wording and regulations that your group wants.¹

Experience has shown, however, that certain subjects must be covered and you should discuss this with your lawyer to be sure he agrees that the important ones have in fact been covered. Who elects your board of directors? If it is your "membership", what is that membership? Is it every one who has made a contribution or is it a community group who have agreed to become interested in your program and have signed up to do so? What provision do you have for filling vacancies among officers or board that may occur between annual meetings? How often are meetings to be held, on how much notice and how many members must be present to make actions legal (a quorum)? How many members will the board have, how many officers, how shall they be elected and for how long? What will be your provision for "nominations from the floor?" (see Annual Meeting procedures, Chapter IX). How may vacancies be filled, what committees must be established and, most importantly, how can the By Laws be changed if you find you aren't happy with them?

Some By Laws will start with philosophical statements of the the organization's purposes, statements usually more flowery and detailed than is necessary in the certificate of incorporation. It is perfectly alright to do this but try to make such

¹ See Appendix IX: Sample By Laws.

statements as general as possible so that they don't hamper you in future planning. In fact, the one big plea to be made about By Laws is: keep them simple!

Don't tie yourself down with a lot of specific details such as order of discussion and who has the last word on what. If your group needs such directions there is something wrong and you should examine your entire structure carefully. Free and independent citizens who band together to put on, say, a day care program, must be presumed to be of good will (there is no money in it for anyone!) who can ride with the give and take of the group experience. If you encase yourself in a suit of mail in the form of elaborate By Laws you will regret it and one of two results will occur: either you will ignore your By Laws or you will be constantly amending them. The first is illegal and the second is a bore.

The By Laws that appear in the appendix are not presented because they are the best in the world but because they have worked over a number of years. A couple of examples of their flexibility are important because they reflect the entire underlying philosophy. The date of the annual meeting is often spelled out, to the week and sometimes to the exact date. This is needless. You must provide for and guarantee an annual meeting but, sure as you say exactly when, you will find you have hit a religious holiday or that your guest speaker can't come that week but the next. Don't tie yourself down to a specific day.

Another delight of inexperienced By Law makers is the detailing of committees, often called standing committees. We have seen as many as ten committees mandated in By Laws. Sure, you have to have an executive committee who can carry the ball when your board can't meet (but watch you don't run your whole show by an executive committee who become an "in" group which make all other members feel "out of things" and resentful). You have to have a nominating committee (elected, I hope) to prepare slates of candidates for your annual meeting elections. Probably you should have a personnel committee to keep your personnel policies up to date and to assist your director in dealing with staff problems. All other committees should be set up as needed. One year you will need a job done that doesn't necessarily reoccur for some time. Giving the president power, with consent of his board, to set up such committees covers it all.

6. Meeting Procedures

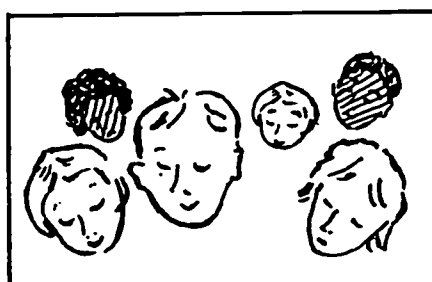
As for the actual proceedings of meetings, it is a very good thing if all of your people have read "Roberts Rules of Order". Read them and digest them and then behave like sensible tolerant human beings! You have to have some procedures, certainly, but nothing can kill the hearts and minds of a group like excessive observance of protocol. This is a refuge for a

small mind and that you don't have or you wouldn't be working on behalf of children. The person who chairs a meeting has certain privileges. He can announce that the discussion on a certain subject will last for, say five minutes. He has, remember, an obligation to get through his agenda. He can also confine discussion to the point at issue in quite a high handed way if he thinks it necessary to move business along. In other words, he can make his own rules of order to some extent. So, be sure that everyone has a copy of or at least has read "Roberts (Famous) Rules of Order" and then proceed in a reasonable way at your own pace.

7. Material for New Board Members

It is desirable that every new board member receive some basic informational material about your board and its purposes and functions. It would be useful to develop a kit of agency materials, such as a copy of your incorporation and By Laws, your personnel policies, an excerpt from your most recent audit and a written copy of the president and director's last annual report. A list of board members, their addresses and telephone numbers is also useful. These papers should be simply and inexpensively produced such as by xeroxing and then be put into a paper folder for safe and easy keeping. You will be surprised how often an active board member will refer to it.





CHAPTER III

FUNCTIONING AS AN ONGOING BOARD OF DIRECTORS

A. ELECTION OF OFFICERS AND BOARD MEMBERS

If you have elected temporary officers and a temporary board, you will know by your first annual meeting a great deal about their ability, not only to get the job done but to get along with their fellow members. You will have adopted on a temporary basis a set of By Laws to be ratified at your first annual meeting that will give you guide lines as to terms of office, etc.

1. Nominating Committee

Your pro-tem president will have appointed, or caused to be elected, a nominating committee who will draw up a slate of candidates, including officers and board members. The general membership must elect the board and then either the general membership or the board itself will elect the officers. In practice, we at the Day Care Council in New York find it more expedient to elect board and officers at our annual meeting at which our general membership votes.

There are basically two ways of submitting a slate. One is to list two candidates for every position. The other is to present a single slate or one name for each position. There are pros and cons for each method. If your nominating committee has been appointed and not elected, it may feel more comfortable in presenting a choice for each position so as not to be accused of favoritism. On the other hand, it is not easy to get as many people to say "yes" as you may need to present a double slate. Additionally, think of the defeated candidates. It doesn't do anyone any good to be publicly rejected. If your nominating committee is elected in the first place, the democratic process has already been at work. If they decide to present a single slate presumably they will have discussed and perhaps interviewed candidates and it will have been done in private so that no one but the committee itself knows what went into the preparation of the slate and so face is saved by all. Needless to say, members of a nominating committee do not relay their discussions and decisions to anyone.

2. Additional Qualifications for Candidates

On the general subject of qualifications for candidates, one quality outweighs all others, in long experience. That quality is the ability to get along with others and to get them to work with you and for you. Brilliant people are fine but they can seldom switch from leader to follower which is often necessary in the give and take of getting business done. We have seen associations dominated by one or two brilliant people, real prima donnas, and the result was chaos. What we are saying is that the smartest person in your group won't necessarily make the best president.

Another very important attribute to look for is the ability to carry through a job. Lots of us start out full of enthusiasm but bog down somewhere along the line, often before the job is finished. Ability to meet deadlines is another aspect of the above. I'm afraid we all know the intense annoyance of having gotten our stuff in on time to find that the other fellow hasn't and so the whole job is held up. Extent of acquaintance and knowledge of subject are highly useful attributes. If something is wanted or goes wrong it is very helpful indeed to have a president or an officer or a board member who knows where to go for help, advice or even money. But after all the above helpful hints remember that you need on your board some good reliable workhorses, in other words, all leaders and no followers can grind a program to a halt.

a. Presidents and Vice Presidents

Special qualifications do exist for certain offices. A president must be able to plan and run brisk, interesting meetings.¹ And so should a Vice President, for he will have to take over in the president's absence. A president must command respect so that his "orders" stick. He must work just a little bit harder than he expects his board to do. These same characteristics hold for a vice president too, as presumably he is in training for president. Probably you will have more than one vice president and you may give special charges to each of them. These special charges may change as time goes on so we caution you not to write these descriptions into By Laws but let your president designate them, with, of course, board agreement.

b. Secretary

A secretary has very special qualities. He must be prompt, accurate and have an ease in writing so that he can make a few words do the work of many.²

He must get the draft of his minutes to the president as fast as possible after a meeting while what took place is still fresh in everyone's mind. Anyone who has ever taken minutes will tell you that the worst situation is to pick up your notes to transcribe them when they are a few weeks old. You will have forgotten

¹ See Chapter V: "Planning Successful Meetings".
² See Appendix II, A Sample Form of Minute Taking.

some of the discussion and have difficulty in reproducing it fairly and completely.

Being a secretary is an important and exacting job and the board should show its gratitude as often as permits.

There may be, once in a great while, meetings of such importance or length that you may wish to have a verbatim transcript in order to edit it and perhaps to leave certain parts just as they were said. In this case get a friend who takes shorthand to sit in and perform this task or pay for it if you don't have such a friend. But here comes a big word of caution: this is only for very special situations and usually occurs where there are two points of view or where decisions with outside groups are reached and an unbiased report that is from someone not connected with either party, is indicated. The final caution about minutes follows from the above. They are not a verbal transcript. They are a distilled version of what took place with action items clearly visible and discussion greatly condensed.

c. Treasurer

A good treasurer is beyond price. If possible, look in the first instance for one who has a familiarity with figures. An accountant is a natural, so is a bookkeeper but anyone in regular business will know how to work with an accountant and your auditor. Any treasurer, unless he himself is an accountant will feel more comfortable if he has access periodically to an accountant's advice. Hopefully you can get these services donated but if not, find a way to pay for them. It is the cheapest thing you will ever do.

Your treasurer, in consultation with your accountant, if there is one, will select the auditor. Every year your funds must be accounted for by a skilled professional, an auditor, and a copy of this audit filed with the State Department of Social Services. This is necessary in order to maintain your tax exempt status. This will, of course, cost your board an annual fee and it is best to include this cost as an ongoing expense when your fund raising plans are made.

B. FISCAL YEAR AND BUDGETS

1. Your Fiscal Year

The treasurer must pay the bills of the organization and be consulted in advance on all planned expenditures. Your group will have to determine its fiscal year, that is, the twelve month period for which you will render formal accounts. Many business firms use the calendar year, January 1 through December 31st, as their fiscal year. The City of New York uses July 1st through June 30th. Some seasonal businesses adapt their fiscal year to provide the greatest clarity in their accounting picture. In New

York City most day care agencies that receive public money use the fiscal year of the City on the theory that it is less confusing to synchronize one's own budget with that of its funding agent than to have to break down income on a proportionate basis.

2. Your Budget

A "budget"¹ is actually your group's written financial plan for the coming year, estimating the expenses it can reasonably expect to have and the total amount of money it will need to raise to cover those expenses. Whatever your fiscal year, you will want to project a budget for the upcoming one sometime before it begins. Your treasurer should convene a suitable group of the board to prepare such a budget for presentation to the entire board. If your program receives any tax money you may want to think of having two budgets, one that projects income and outgo from tax sources and one that projects the expenses of your board for which you will have to find the monies yourself.

In preparing the budget that deals with the program operation,² your director will play a principal role as he will be in actual charge of running the daily operation, of supply purchasing, menu planning, purchase and replacing of disposable as well as permanent equipment. Even if all your program money comes from tax sources, as it does in the New York City Group Care Program, it is wise for a sponsoring group to make a budget of program income, so that it can measure against it the monthly expenditures³ and hence know at all moments where it stands in spending the tax dollar. There may come a time when allocations from public sources are inadequate and your board and others will have to make some representation to the funding source for change.

On the board's own budget will appear the projected costs of its own operation, including costs of raising such money as it may need for extra items of program that it wishes to include. Such items may be summer family bus trips, special education specialists to work with staff, programs of health education, to name but a few.

C. Policy Advisory Committees

Your board should be as broadly representative as possible of the neighborhood in which you are located and the parents whom you propose to serve. If you are a fraternal organization or a membership group which is already constituted along specific lines you should plan to create a local group of residents and parents to be your neighborhood arm. This group, sometimes called a Policy Advisory Committee, must have direct access to the Board so that it can really play a part in influencing your decisions.

¹ Appendix III A Board of Directors Sample Budget.
² Appendix III B Sample Day Care Center Budget.
³ Appendix III C Sample Expenditure Control Sheet.

If you are a local group you will see that all dimensions of your neighborhood including parents are involved so that your service can represent what is really needed and wanted by the parents you propose to serve. You will want to feel the support of the entire community and this will be possible only if you have such a board base and you will want parents to participate up to the full limit of their time and interest. If, in addition, you can get a cross section of expertise on your board you will be in excellent shape. An accountant and a lawyer will always find their advice called for. A social worker, teacher, a pediatrician, a nurse, and an architect will also play a special role if you can find them and persuade them to join your board.

D. Consultants

If you cannot get such special disciplines to become actual board members you may want to ask some of them to become consultants to your board. This means that they will not have the ongoing responsibilities of board members but will give their expert opinions when needed. In return you may list them on your stationery as consultants and everyone will know that they have a special relationship with you and that they stand by to give you help and support on a voluntary basis. At annual meeting time it is well to thank them and others who have served you by name. Remember, you may need them again.

If your board is entirely composed of parents, it is wise to make some provision so that a number of them can, if elected, stay on for a period of time after their children have left the program. Continuity is one important service of a board to its program and there is no substitute for the authority that experience gives.

E. Length of Terms of Officers and Board Members

Your By Laws will have indicated, I hope, the length of term of service for officers and boards. Some board members you will never want to lose and so we do not urge that a board member have a limited number of terms. With officers we feel the situation is different. For instance, two, two-year terms might be all you would want for an officer without, say, a year off. In order to keep the interest and participation of a past officer it is certainly good procedure to put him back as a member of the Board. Having a definite maximum period of service does many things, all good. It makes it much easier to get a candidate's acceptance if a person knows that he is not there for life. Also, passing honors around keeps up interest and brings new life and view points to the top jobs. Don't let go of a good officer, put them back on the board but don't feel that any one person is indispensable.

CHAPTER IV



BOARD-STAFF RELATIONS

One of the most satisfying experiences of your day care life will be your ongoing relationship with your staff members and particularly with your director. Staff too should enjoy and learn from the association with you. Both of you will grow and develop together as well as in your respective spheres of competence.

A. Roles of Board and Staff

Let's look for a moment at spheres of competence and responsibility. The job of the director and his staff is to run the program that has been agreed upon, within guide lines originally laid down by board and parents and by the public funding agency, if one is involved. Guidelines change as situations themselves grow and change. In other words, they should be fluid. You have to start somewhere but you also have to be open to change and improvement.

The job of board is more subtle and more difficult in many ways. Board must keep channels of communication open between the service it renders and the neighborhood it serves. Board must know and be part of its neighborhood so that services offered are what is really needed and that such changes as become indicated are effected. Conversely, Board must interpret to its community the service available, what its standards and goals are and why.

Picture a day care service with no board and the situation will become clear. There is a sign over a door that says, "ABC Day Care Center" — who knows what happens there, what children attend and whether parents have any say in who is eligible or what is taught? Is the food nutritious and what about health service? The orders and plans for the ABC Day Care Center come from "down-town," far away, and who will live long enough to effect change in its program at such a distance? A board that knows its community never faces such a dilemma. Service must continually adapt to meet real local needs and boards must see, by whatever

means necessary that change is in fact made. When new professional developments warrant, staff can discuss them with board and through them and with them get the ear of the community to effect change that started with professional concern. Boards are a two way street — from the neighborhood into the agency and from the agency into the neighborhood.

Boards also represent continuity. They are the repository of the group history and, hopefully, of the wisdom that accrues from mistakes as well as successes. Don't think that we are advocating the eternal board with no movement or change. Never! And so long as you have a vigorous parent participation there will be no danger of that. However, some of your members will be active with you for years and the stability they present is important. From the start, lines of authority and communication must be decided and clear.

In the New York City Day Care Program and in many other programs, the staff are employed by, and are employees of, the individual governing board. This is also true in settings such as Model Cities and Headstart. There may be minimum qualifications for certain positions in order to obtain financial reimbursement for them but do not confuse this fact with who the employer is. The one who employs and the one who dismisses is the board of directors. The board may choose to delegate some of this authority to employ and dismiss to their director who is also their employee. The ultimate responsibility for this function, however, still remains with the board. Others may come into your program as consultants, they may or may not be your employees, but regular, ongoing staff are all your employees. No matter how you look at it the Board is ultimately responsible for the excellence of the program.¹

B. Employing a Director

When your group is getting to the stage where you are ready to employ a director, or even later on if you need to make a change, it is a good idea for the president to appoint an Ad Hoc Committee to recruit and screen applicants. (An Ad Hoc Committee is a committee with a single charge or duty. When that charge is accomplished, it dissolves.) If you have a permanent personnel committee this task may be entrusted to them, although some of the qualities that make for a good member of a personnel committee may not be those that help you find a director.

If you are employing for the first time you must see that word gets out to many sources. Your neighborhood must be alerted and this includes local public schools, Head Start programs and nursery schools. Professional Associations and your state employment service are excellent sources of applicants. When several names are gathered together the committee concerned should check their paper references to see if they are minimally adequate and then personal interviewing should commence. It is ideal if the

¹ See Appendix XIV: Check List for Board Efficiency.

committee can present more than one name to the Board for its final action. Here are some general things to ask yourself as you meet the various possibilities:

1. Does this person seem to be sympathetic to my boards' ideas and goals?
2. Does this person have a clear understanding of the needs of the neighborhood's children and the ability to plan a program to meet these needs?
3. Does he really understand why parents must be actively involved in program and is he prepared to act on this conviction?
4. Will most of our children see in this person one with whom they can identify?
5. Why did this candidate leave his last job? (By all means talk with the past employer.)

Your board will make the final choice, but it will be from among the committee's suggestions.

If you are replacing a director, look first within your own staff ranks. Nothing is more heartening to other employees than to see one of their number promoted. This is not always possible for a variety of reasons but when it is, do consider it. It is well to spend some time in committee considering what the problems were with the previous incumbent. What faults were in the situation basically and how can they be eradicated? Don't jump in and repeat a previous series of mistakes.

Recruiting resources mainly are the same as named above, with the possible suggestion of the outgoing director himself, provided, of course, separation has been friendly. Very often, when a service is just opening and a director employed, the Board will leave the engaging of other staff to the new director. They are, after all, going to be working on the director's team and, again, within minimum guidelines, should be compatible with him. It is entirely in order, however, for a board to give general guidelines to a director, such as the employment of neighborhood people when possible and of parents, if they feel this to be advantageous. Sometimes boards reserve the right to pass finally on all employees and this is alright providing they do it with the endorsement of the director. The above applies also when vacancies are being filled in operating programs, although it is unusual to have the board involved in staff replacements other than when a whole new team is being set up.

C. General On-Going Relationships

The on-going relationship between board, and individual board members on the one hand and directors and staff members on the other is a delicate one, one that will have to rely in large part on the sensitivity and good will of all concerned. Board members should not become partisans of any particular staff member, nor should they forget that the director is captain of the staff team and as such deserves their loyalty and support. Directors will quickly assess the strengths and weaknesses of individual board members

but if the operation is to proceed in the partnership that alone makes for a healthy operation, these differences must not be used to play one off against another.

As we have said above, this is a delicate area, and sometimes unnecessary difficulties can be created if relatives of either board members or the director are employed in the program. The presence of a relative on staff can vastly complicate everyone's relationships and undermine the equilibrium of the team.

Board must remember that a director has his own life in addition to his professional one and except in emergencies his free time should be respected. Don't spend hours in the evening on the telephone with your director. Have his telephone number, of course, for cases of necessity, but think twice before you use it.

D. Relation between Director and Board

Because a director is a very important part of the team, he should be present at board meetings, not only to make his report¹ but to lend his experience and ideas to whatever discussions may take place. His daily contact with all the children and all the parents give him an invaluable insight into program goals and needs. The director should be prepared to make a report to his board on the general state of the operation. The report should not dwell on individual situations, except as they might illustrate a general problem or trend. Sometimes a director will be asking his board for guidance. The areas will vary widely, ranging perhaps, from plans for staff training, to new health program needs, to neighborhood problems that have become concerns of the parents. Because a day care program is an integral part of the area it serves, no concern of a neighborhood is "out of bounds" for a day care board.

There may be infrequent times when a board needs to meet in "executive session", that is, without the presence of staff. This is most likely to occur during a periodic evaluation of the service given² or during a time of question about the efficiency or suitability of the director himself. We would suggest that a director be told that a special meeting has been called but that he need not attend. He will find out anyway and then the team spirit will be in danger. This is, understandably, a sensitive area and you will have to play it by ear in most situations.

E. Personnel Policies

The creation and maintenance of good personnel policies³ is surely one of the most neglected responsibilities of day care boards. When certain guidelines are mandated from a funding source, as they are in New York City, many groups would question the need of having their own personnel policies. When, additionally, a program is unionized, and the labor agreement sets forth

¹ See Appendix XII: Sample Director's Report.

² See Chapter VIII: Evaluation.

³ See Appendix X: Sample Personnel Policies.

gest, it is in order to ask for an opinion from someone whom you know to have a point of view or background information that would be helpful. Sometimes the best informed make the least noise and it is the chairman's duty to ask for their opinion.

As we said above, a chairman may limit discussion, either at the start to get through a long agenda or as the discussion goes on and may seem to be getting nowhere. He may say that those recognized by the chair to speak must keep to the point at issue and it is the chair's decision as to whether the point is really pertinent. Unfortunately many people tend to wander once they get the floor and to obscure the point at issue. The chair must keep a reasonable order among those who ask to speak, usually by raising their hand and by saying, "Mr. Chairman". No one can really teach a chairman how to conduct a discussion. It is an art and the best experience possible is to watch a good chairman at work.

2. Handling Reports

As much as possible, reports should be written before presentation. If they can be circulated ahead of time, the more routine and sometimes boring ones can simply be accepted "as distributed" and incorporated into the minutes without further reading. As much as possible, stay away from reading long reports. This kills a meeting and especially an annual meeting as we shall discuss later.

We presume that your director will have a report for every board meeting and often times, unless it contains action items, this report too can be circulated and appended to the minutes. The treasurer's report especially should be written and, in brief form, be in front of every member's seat at the meeting. It is almost impossible to keep a series of figures in one's head without seeing them. A skillful treasurer will not read every item but will pick out important or changing figures to bring to the board's attention. The board relies on him to keep on top of the financial affairs and to let them know in a nut shell how things are. Treasurer's reports are vital but can be boring beyond belief. Don't let yours be so. Remember, though, that from your books your annual audit will be compiled and without satisfactory audit you may stand to lose your tax exemption.

F. Content of Meetings

There are different kinds of meetings that you will be planning for your working year. There will be a series of regular board meetings as we have discussed. There will be an Annual Meeting, as provided for by your By Laws. There may be executive committee meetings although if a board truly runs its day care center these should be few and far between and most often used in emergencies or during the summer when people are on vacations. Once in a great while you may call a "special meeting", that is a

parents have for children. Let's help them make wise decisions. Don't forget the local businessmen. They might like to take an hour off to see what their tax money makes or might make possible. When you are roughing out a program for a visitors day, include a short formal part, say fifteen minutes. This could include a statement of what you are doing and a short and suitable program put on by the children. Written material to hand out as guests leave is very important too. It should nail down what they have seen. All the above comes quite directly under the heading of education of a board. When such a group learns and plans together it becomes a strong and informed advocate for the needs of children.

I. Fund Raising

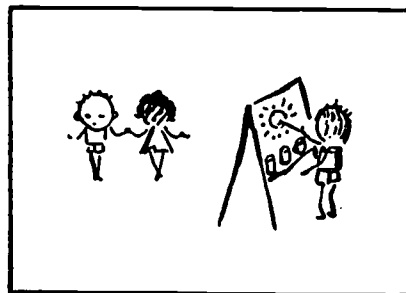
For some day care programs fund raising will mean finding the money to support scholarships for children who do not pay full cost of care. For others, it will mean finding additional funds for those who do not qualify for support from tax money. For still others, underwritten entirely by tax funds, fund raising may mean finding the money the board needs for its own operation. Enrichment programs desired by staff, parents and board will need extra funds.

There are all sorts of ways to gauge your fund raising ability and to plan your drive but these are dealt with elsewhere.¹ What we want to consider here is the effect of fund raising on a board. If you plan carefully and everyone does his job, there is nothing that can weld a group together more solidly than having successfully raised some money and to have made possible a program truly their own. This is especially so when actual program money comes in part or whole from tax sources. The many kinds of volunteer jobs usually involved with fund raising can be made into small social events. Even addressing of invitations can be fun with time to visit and some coffee and cake. When everything is successfully over, a victory party may be indicated and I can assure you there will be many laughs at the goofs and near misses of the whole procedure. Remember always that even a group as selfless as yours needs to have fun now and then and that you will emerge the stronger for it.

¹ See: "Fund Raising and Public Relations for a Day Care Program". Day Care Council of New York.



CHAPTER VI



LABOR-MANAGEMENT RELATIONS

The term "Labor-Management Relations" usually calls to mind large-scale negotiations between giant corporations and powerful unions, like General Motors and the United Auto Workers.

In a day care program, however, the term "Labor-Management Relations" is intended to cover all aspects of the day-to-day interaction between staff members employed at the center, who are "labor", and the center's board of directors and supervisory personnel, who are "management", since they are responsible for hiring and firing of the center's staff and for finding money for the operation.

Individual board members, some of whom may be members of unions themselves, often have great difficulty accepting the idea that their new role as a board member makes them, in fact, an "employer" or "management", with a new dimension of responsibility for maintaining optimum working relationships among all concerned for the benefit of the center's children and parents.

A. "TOOLING UP" FOR THE JOB OF MAINTAINING OPTIMUM WORKING RELATIONS

Maintaining optimum working relationships means several things in terms of the way your board must function, both as an organization responsible for serving children and as a group of individuals who must interact, on a personal basis, with those you hire to deliver that service. Your board must therefore make certain specific plans to guarantee smooth functioning in this area.

1. Establishing of a set of personnel policies

This document should spell out for center staff some basic rules you think are important and which are not set forth in other documents governing rates of pay, number of holidays, etc. A set of written policies of this kind lets staff know exactly what you expect of them in performing their jobs as well as what they can expect of you by way of fair treatment. These policies should

certainly include some specifics like length of probationary period, evaluation, grievance and appeal procedures, as well as the fact that employees may be dismissed for cause.¹

2. Establishing a Personnel Committee

This committee may be responsible, in the first instance, for interviewing candidates for the job of director (and other jobs, if you wish). Later, on a continuing basis, the committee would discuss staff evaluations with the director and help her plan for staff development in general.

3. Establishing a Grievance or Labor Relations Committee

This committee would be responsible for handling problem situations arising out of disagreements between the center director and individual staff members or the Labor Union, if you have one. This committee can, of course, be composed principally of individuals from the Personnel Committee since they are likely to be best informed about the job performance of various staff members. For grievance purposes, however, the personnel committee should be enlarged to include your president and one or two other members of your executive committee. If, however, a labor agreement already exists, it will probably spell out the grievance procedure steps as well as the management representatives at each level.

4. Establishment of Procedures for Regular Evaluation of the on-the-job Performance of each Staff Member

As a governing board which is ultimately responsible for all aspects of your center's program, you should instruct your center director to plan for regular written evaluation of on-the-job performance and general competence of every staff member. This should be done first at the end of the probationary period and at least once per year after that.

Although an evaluation is actually written only once per year, the process should be an ongoing one in which the director observes staff members daily and counsels with them frequently with respect to improvements or changes in the quality of their work. During such discussions, notes should be taken so that both can refer back to previous discussions about work situations. At the end of the year, these notes can be compiled into the final written evaluation which is then shared with the staff member in question.

All evaluations should be shared with the Personnel Committee and should be available to the board as a whole on request. Where serious problems arise between the director and a staff member, the director should bring these to the attention of the board at once and seek their advice. Thus, should a grievance

¹ See Appendix X: Sample Personnel Policies.

situation arise, the board will be fully apprised of the facts and will be able to deal knowledgeably with the problem. It should always be remembered that, although boards may choose to delegate the hiring and firing power to their director, they are still ultimately responsible and therefore are the "court of last appeal", so to speak, for each employee.

Finally, the board is, of course, responsible for the annual evaluation of the director,¹ himself. This, like other employee evaluation should be based on year-round discussion and interaction between the director and the board, as well as observation of the center's general functioning. This evaluation, like all other personnel records, should be written annually and preferably should be done by the personnel committee with whom the director will presumably have had meetings on an ongoing year-round basis.

B. UNIONS OR OTHER STAFF ORGANIZATIONS

In New York City there are many day care centers¹ and staff members in most of these programs became unionized a few years ago. They then negotiated a single city-wide labor contract covering the employees of the many centers where the union represented a majority of the personnel.

The individual boards of these centers, recognizing the obvious limitations in acting as single unrelated units, agreed to negotiate as a unified group using the Day Care Council as their representative. Thus, by combining their resources, they were able to engage a labor attorney and because they could negotiate as a unit they were able to maintain uniform pay scales and benefits among the many day care centers. Since these centers are publicly funded, this also meant negotiating with the City for an adequate reimbursement formula.

Even though your center may be new or in a city where there has been little or no unionization, it is still possible that some of your staff may join a Union or may already belong. If this happens, sooner or later, your board will be approached by a Union representative who will claim that the Union in question represents a majority of your center's employees and that you must therefore recognize the Union's right to speak for them in collective bargaining.

In New York State, even non-profit agencies, like day care boards, are now required by law to recognize and bargain with a Union if it can prove that it represents a majority of that agency's employees. It is wise to have your attorney check the relevant labor laws in terms of their applicability to your particular situation.

1. If your Center becomes Unionized

If your staff becomes unionized and the Union establishes its right to bargain collectively for the personnel at your center,

¹ Appendix XIII: Sample Directors Job Description and Evaluation Guide.

it is important for your board to plan for the ensuing contract negotiations as follows:

- a. Obtain the assistance of an experienced Labor Advisor with whom you can confer and share information about your program's needs and goals. He will help you assess the ways in which any changes wrought by a Labor Contract are likely to affect your operation and will also assist in the negotiation process itself.
- b. Establish a labor relations or negotiating committee at once. This committee should be composed of your most knowledgeable board members who have an understanding of both your center's day-to-day operation and, if possible, some previous experience in Union-Management interaction in other settings.
- c. In order to arrive at possible contract proposals which are within the range of what you can reasonably fulfill, it is important to assess, with the help of your Labor Advisor, your own position with respect to two major areas.
 - (1.) **your board's ability to meet increased financial obligations brought on by higher salary demands for employees:**
If your program is publicly funded, this means additional negotiations with your funding source. If you raise your own funds to pay the costs of running your center, then you must realistically estimate your board's ability to raise whatever increased monies will be required in order to institute higher salary scales. The salary scales finally agreed upon between your board and the Union should reflect both a consideration of their justifiable demands as well as a practical consideration of your board's ability to find the necessary funds.
 - (2.) **your board's obligation to maintain a full range of services to parents using the center for their child care needs:**
Since boards are committed to serving the parents and children of their communities, care should be taken to insure that any commitments to the Union, as part of negotiations, do not in any way hinder the board's ability to fulfill this basic program obligation.

2. What goes into Actual Negotiations

The negotiation process can best be likened to an old-fashioned horse-trading session in which each party tries to convince the other of the special merits of his "horse" as a means of raising or lowering the price the other is asking or offering.

When the items to be "horse traded" are employee pay increases, extra holidays, fringe benefits, etc., representatives of both sides meet together to attempt to find a common meeting ground between what one side is demanding and what the other side feels it is able to give. The trading aspect of these discussions often comes about when one side is unable to meet a particular

demand and the other compromises by agreeing to "trade off" this demand for some other item which may have the benefit of being both attractive and easier for the other to give.

The overall process may be brief or lengthy, easy or difficult, depending on the parties and the problems to be resolved, but essentially, the name of the game is compromise. Thus, both sides usually meet together for as many days as needed to arrive at mutually satisfactory compromises of all the items under discussion. In this context, it is well to remember that the word "compromise" has often been defined as an arrangement in which each party comes away feeling that he has given up something important!

As agreement is reached on the various individual items under discussion, it is customary to put the agreement in written memo form, even while other items still remain unresolved. Thus, a running record of each item of agreement is kept until the total process is complete. These items of agreement are then compiled into a final legal contract which both the board and the Union must sign to show that they will both carry out all of the document's stipulations. As this is an important legal document, the board should arrange to have its own attorney participate in its drafting.

3. Handling Grievances

The term "grievance" is often used to describe any situation in which an individual employee feels "aggrieved" or unfairly treated by the board or director. Usually, such situations can be amicably resolved through the regular medium of a conference between the director and the particular employee. The regular carrying out of this ongoing discussion process is probably the best insurance any program can have against the development of "grievance" situations.

If the problem is so serious, however, that it cannot be resolved by such everyday means, it will then be necessary to present the facts to the personnel or grievance committee of the board. The board may wish to give its personnel committee full authority to act for it in handling such problems or it may prefer to have the committee draft recommendations for action on the problem which the whole board may then vote upon. However you decide to handle this, it is important that the board or its personnel committee act promptly to obtain full and accurate information so that it can take the necessary steps to resolve the problem. In this way, your daily service to children and parents is maintained as smoothly as possible.

When centers are unionized, the agreement with the union normally establishes a grievance procedure that both sides must follow. Thus, the agreement may stipulate that an aggrieved staff member is entitled to have the Union representative present at his grievance hearing. With or without a union, it is important

to remember that since the Board is often the "court of last resort" to which an employee may appeal if he feels he has been unfairly treated, it is only simple justice for you to take very seriously any requests for the hearing of grievances.

4. When Help is Needed from Outside Agencies

a. Mediation

When problems between board and one or more staff members become so acute that they cannot be resolved by the usual means, it is sometimes necessary to seek outside help from some impartial intermediary. Such a person may be an experienced mediator who will meet with both parties to the dispute and attempt to help them arrive at a reasonable settlement. This process, called Mediation, is sometimes used when a Union and an employer (or board) cannot reach agreement on the terms of a new labor contract and has often proved useful in resolving many difficult situations.

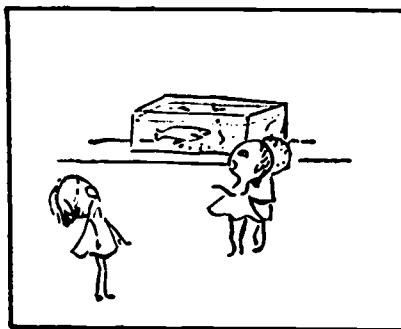
b. Arbitration

Another method of resolving difficult problems is the process by which both sides agree to submit their problem to an experienced Arbitrator who will hear all the facts and then render a decision, almost like a judge. An Arbitrator is, of course, not a judge, so his decisions are only valuable when both parties have agreed beforehand to abide by whatever he decides upon. Sometimes Unions or employers will ask that the right to submit disputes to arbitration be written into the contract and that the Arbitrator's decisions be made binding upon the parties. This process again, will help a board maintain uninterrupted service to children and parents.

Whether your center ever becomes unionized or not, the continued smooth functioning of your program's daily operation will depend in large part on the working climate which you create for your center staff to carry out their everyday job responsibilities. Thus, experienced boards have found that carefully spelled-out personnel policies, which are practiced fairly and equitably administered on a daily basis, are the best possible insurance against labor unrest in any form.



CHAPTER VII



WHAT GOES INTO A GOOD EDUCATIONAL PROGRAM AND HOW TO RECOGNIZE IT

A board of directors composed solely of interested citizens may not consider itself "expert" enough to make critical judgments about the quality of the program offered to children. Nothing, however, could be farther from the truth and there are several simple guidelines which anyone can employ to make some realistic judgments about program quality.

A. Group Day Care

1. General Environment

First, there is the matter of the general environment — what you see, hear and feel when you first enter the center. Is it clean and cheerful? Is there a sense of warmth and welcome? Does the welcome include parents and older children who may visit as well as "important" visitors, like board members? Are children happy, interested, well occupied in their activities and scarcely mindful of your presence, or do they run to visitors begging pitifully for your attention and affection? Are teachers' voices and manner pleasant and warm in dealing with each other as well as with children and parents? Do teachers treat children as individuals or only as a group? Are noise levels in keeping with happy, purposeful activities? Is it too quiet? Too noisy? Are children's feelings accepted? Are activities common to the home also carried on in the center so the center becomes, in truth, an extension rather than a substitution for the home?

Signs of tension, hostility and poor working relationships can usually be counted on to show themselves in even a brief visit to your center. If you do observe such symptoms, then it is time for your board to discuss them with your center director to try to determine and help deal with the cause. As interested citizens, outside the day-to-day operation, your own viewpoint will be objective and the personal experience of your individual board

members in the outside world of business and community relations can often provide helpful insights to a center director whose own experience in these matters may be limited.

2. Program Content

Next, there is the question of what goes into the daily program itself. What are 3 and 4 year olds really expected to learn in a center, anyhow? Is there actually such a thing as a "curriculum" for early childhood education? As a matter of fact, there is, and as before, there are some easy ways to recognize and make judgments about it.

First of all, a "curriculum" for young children is actually divided into a few easy-to-recognize subject areas, as follows:

a. Language Skills

"Teaching" in this part of the curriculum begins, even for a tiny baby, with the cooing and baby words he practices with his mother and other family members. In the center, of course, it takes more sophisticated forms though it is still best taught by encouraging children to converse freely with each other, teachers and other accepting adults. Some sophisticated forms you should be able to observe in your center include story-telling, group discussion of topics of interest to the children, puppetry and play-acting. All help little children learn new words and information and increase their ability to express their own ideas. Note especially whether teachers are really listening to the children. This is what makes an exchange possible.

If your center is one of those serving children who speak another language at home and who are learning English for the first time, then your center's staff needs to be knowledgeable about some special techniques for guiding this dual language development in young children. Basically, it must be remembered by all involved that bilingual young children have the double task of increasing vocabulary and developing competence in two languages at once instead of only one and that this process should never be made more difficult or confusing by making the child feel that the teacher expects him to give up his "home" language in order to be accepted by the group.

Thus, in making judgments about this, you should look for an attitude of respect and appreciation on the part of teachers for each child's cultural heritage and native speech. Given this basic requirement, the child's progress in English, as well as his own language (which he also needs to learn to speak well) will progress at a faster, happier pace.

b. Social Studies

When we went to school this used to be called History,

Geography and Civics. For little children, it means learning about the community in which they live and how its institutions and services work. Thus, some of the community's "institutions" which the children might learn about would include the post office and what it does for us, the supermarket, the bank, a nearby factory, the neighborhood fire station, etc.

When you visit your center, you should be able to see and hear evidence of this kind of learning in the children's play activities and conversations as well as in pictures and classroom displays. The kinds of block building, play-acting in "dress-up" clothes and discussions the children engage in should give you some fairly accurate clues as to how much they are learning in this area. Frequent trips to neighborhood places of interest on a pre-planned basis, with appropriate explanations, should also be a part of the activities you can see teachers carrying out with children.

Also under the heading of "Social Studies" or "History" should come children's learning about our holidays and the special cultural aspects of the ways in which different people may celebrate them. Thus, not only should children learn about our own general national culture but also about the special contributions of the many individual ethnic groups which make up our larger population. Children should be given opportunities to learn about national dress, songs, cooking styles, and heroes of various ethnic groups, especially their own, as a means of understanding the value of the contributions of all.

c. Science

Teaching in this part of young children's curriculum can begin on the simplest level, calling only for observation of living things around us, but can progress to levels which will send the teacher scurrying for the encyclopedia. This last includes answering children's endless questions on such subjects as "what makes the sky blue?" and "how does the airplane stay up?" Believe it or not, there are books which can explain these complicated things on a child's level and you should be able to find some of them among the books your center's teachers use with the children. You should also be able to see a relationship between the way these books are used and related trips and activities which the teachers carry out with the children.

A collection of books, plants, pets, lenses, magnets and other "science" teaching materials cannot by themselves give children an understanding of natural phenomena. Perhaps the best way you can judge this is by observing how your center's teachers stimulate and satisfy children's curiosity by encouraging them to perform simple experiments and helping

them find answers to their many questions and develop an understanding of such concepts as growth, change and continuity in a variety of organic and inorganic things.

d. Number Concepts

Even the youngest children have some understanding of numbers, even if it's limited to the difference between one and more than one. Though it varies with the age, you should be able to observe a variety of ways in which your program is helping children see number relationships.

Helping set the table and counting the number of forks needed to serve those present is one of the easiest and most obvious. For the older preschoolers, measurements of all kinds, from cooking to carpentry, should be readily observable in your center's daily program. The unit building blocks which are basic classroom equipment are important tools in helping children grasp the more difficult concepts of space relationships and balance. You should be able to observe teachers using these blocks to help children understand that a quadruple unit size block really is exactly four times larger than the single unit and use that knowledge in erecting a block building that won't fall down before it is finished.

e. Music, Art & Dance

The "fine" arts provide delightful media through which children can express both their feelings and ideas in the freest possible manner. Here, the watchword is "freedom" so that what children express is really their own and not the teacher's version of what a house should look like or his preference for "good" music. Pre-traced cutouts may have their uses for special occasions, but you should be able to observe lots of situations in which children have real freedom to use colors and a variety of materials in any way they like, as well as freedom to engage in whatever kind of music or rhythmic acting-out they enjoy.

Finally, in judging your center's program content, it is important to remember that all of the "curriculum" areas just discussed can be pursued in a variety of ways and that all of them will vary according to the age level of development of the children in each classroom. The more creative your staff, the more varied and interesting your center's program should be. If you are a parent, you will see all the activities of the center become part of your child's life at home, to the enrichment of the entire family.

3. Room Arrangement

Most preschool classrooms are furnished and arranged in such a way as to provide for maximum freedom of movement, choice and self-help by the children so that they may engage in the

many "learning-through-play" situations which the classroom offers.

Thus, in addition to the inevitable child-size tables and chairs, many low shelving units are also provided to give children free access to toys, art materials, books and a variety of other materials. These shelving units are then usually arranged around the room in such a way as to create small "areas" or subdivisions devoted to special activities such as painting and clay modeling, block building and carpentry, doll-housekeeping and cooking, or science observation and reading.

Obviously, it takes a skillful teacher to arrange shelving units, easels, doll-sinks, etc., in such a way as to permit all these activities to go on at once with a minimum of interference with each other. Thus, the block building area must be in a traffic-free part of the room, lest transient children inadvertently knock down the building of a budding engineer; the library and science areas must be sheltered from the noise and energy of the house-keeping area lest young "mothers" washing doll clothes splash soap suds on the picture books of the "scholars" and so on. Here again, the kind and size of equipment you should see will vary with each classroom as well as with each teacher's management of its use.

In visits to your center, it is important to observe whether or not children are really free to use the equipment provided for them or if certain toys are kept locked away in the "teacher's" closet for special occasions only. Are books, records, the phonographs really in daily use or does the teacher keep them out of reach in the hope of keeping them forever "new"? Teaching children to use equipment constructively and care for it protectively is as important to their learning as any other skill and you should be able to see your center's teachers including this as part of the children's day-to-day living experience.

4. Outdoor Activities

Every center will have some arrangement to enable its children to play outdoors for a portion of each reasonably clear day. This may be a specially equipped private playyard, a rooftop playground (properly fenced, of course) or even a nearby public park. In every case, it is important to give children this opportunity to run, climb and play in an outdoor space that is safe and protected. This means, that in addition to proper fencing, adult supervision must be ever present and alert as a means of preventing falls and other accidents. Teachers must be constantly alert therefore and keep the children within full view at all times.

If teachers in your center use the outdoor play time to sit and converse together outdoors, to read the newspaper and otherwise relax their vigilance over children's safety, you will know that important learning situations are being overlooked. The

rough and tumble of vigorous play is important not only to the body but to development of a healthy personality.

B. Family Day Care

1. General Family Day Care Home Environment

Much of what has been said about the atmosphere of a good group care center applies to an individual family day care home. There should be a feeling of cheer, of warmth and welcome in every home. The rooms should appear lived in but not overly cluttered. Furniture, floor covering and paint may be worn but they must be clean. The kitchen, however old fashioned and inconvenient by institution standards, must be shiny clean and pesticides and commercial cleaners way out of reach of youngsters. Bathroom facilities must have the same standards. There must be evidence that children have their own towels as well as their own cots and sheets for napping. There must be guards on the windows or else windows must be so high that the most active youngster cannot climb up to them. Some child size furniture is desirable and, of course, cribs and high chairs depending on the age of the youngsters.

2. The Child's Day in the Family Home

The quality of a child's experience and opportunities for growth are directly related to the quality of the day care mother and the kind of assistance and consultation made available to her by the sponsoring agency. Presumably a careful appraisal of her qualities as a mothering person were made at the point of her acceptance for the job. It is well, however, that a continuing evaluation of her performance be made for, despite skillful intake, the life situation may work out otherwise than satisfactory.

The day care mother should be able to plan her day in order to allow herself some play or story time with the children, time for visits to the park in good weather as well as time for household chores. The ideal family day care mother is affectionate yet not demanding, remembering always that the child in her care has a real mother and that her role is to strengthen that relationship rather than to weaken it. She must be able to use supervision and consultation from which she will learn the rudiments of child development, both mental and physical. The combination of basic talent and instruction will produce a family day care mother who enjoys her job and this pleasure will be evident in her manner and in the children for whom she cares.

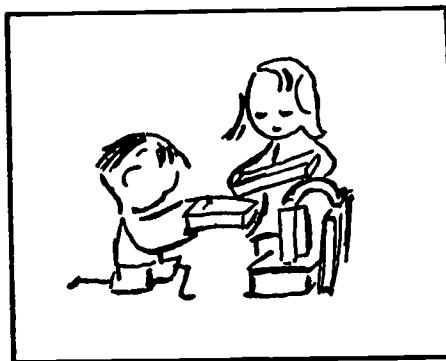
3. Educational Opportunities for Family Day Care Mothers

Without access to educational opportunities and on going consultation, a family day care program may become a custodial, TV, baby sitting service. It is up to the group of sponsors of the service to see that opportunities for growth are made available to the day care mother. Simple materials must be available,

activity brings. On the other hand, when homework is pressing or help is needed, the day care home can provide an appropriate environment for quiet accomplishment as well as a place to share a quiet game with a school friend when desired. As with group care, the key to successful programing in a day care home lies with the teacher-mother's ability to provide supervision and security, while still permitting freedom for independent growth in a safe environment.



CHAPTER VIII



EVALUATION

The most difficult job of all is to "see ourselves as others see us". How do we know that we are doing a good job? Are we doing a good job but could it be much better? On-going as well as periodic evaluation is part of the responsibility of those who are operating any kind of service with public or voluntary money, for the parents, children and community are always judging us in one fashion or another.

Evaluation is constantly taking place as your board meets, talks things over, decides to change a bit here and try something new there. Do not feel that evaluation is something separate and new that you know nothing about. You know a great deal more about it than you think you do. Once in a while, a group undertakes a more formal and planned evaluation. This may take two forms, one is to call in outside experts who will study the operation from every angle and render a formal report. Another is to set up what is called a self-study. This latter is often done, not just when there is trouble or dissatisfaction but as a part of the orderly discharge of responsibility to the consumers of service, to those who pay the bill and hence, to the public at large.

A. Self Study

There are probably many variations in setting up a self study. One that was quite successful recently went something like this:

A board and a staff, with little turnover in either group, felt that they ought to have a look for themselves. It had been many years since any concentrated examination of the operation had taken place and during this time social thinking had undergone some radical changes. The president appointed a vice-president to head the self study committee and asked him to bring in a report in six months time. The report was to cover three main areas of concern:

1. Was the service offered what the neighborhood really needed?
2. How well did staff discharge their duties?
3. How well did the board discharge theirs?

In conjunction with the three areas above, suggestions for changes were to be made. The president instructed all board and staff to cooperate to the fullest and pledged himself to do likewise. The structure of the resulting committees was as follows:

1. A program sub-committee was established whose charge was to investigate neighborhood needs, to determine how the present program met these needs and to make suggestions for the future. On this sub-committee were present and past consumers of service, parents, several board members and the director of the agency. This group met and laid out a plan which included extensive visiting of various other programs, consultation with experts on latest developments in the field and rather extensive interviewing of local people, not only to determine their own family needs but to get an idea of the image the agency had in the community. This was an enormous learning experience for all committee members.
2. A sub-committee on staff looked into many angles of staff performance with special attention to the kinds of opportunities for staff training and advancement that existed or that should have been made available. The role of the board in taking advantage on behalf of staff of all opportunities for their development was scrutinized and what the board might do in the future to make training in general available. In a field where moderate turnover was the rule, why was there little turnover in this agency?

Many consultations were held, particularly with training schools at all levels. The present pattern for staffing the program was scrutinized with an eye to both its breadth and depth. Other programs were visited and among those facets of program compared were the amount of time professional staff actually spend with the children and in supervising paraprofessionals and how much in paper work. What was the content and frequency of staff meetings, and how close the cooperation between staff and parents? Varying methods of evaluation of staff by Director were looked at as well as the keeping of records in general. Serving on this committee were staff members of different qualifications, some present parent and board members, one of whom was a retired teacher.

3. The sub-committee on board performance was composed of two past chairmen of the parents advisory committee, old and new board members and two staff members. This committee had the greatest trouble getting off the ground. They decided eventually to have a meeting with representatives of another agency that ran quite a different program. This proved very beneficial, for

"DROP IN" CARE — care provided on an as-needed basis, either at a central place or in a private home.

INFANT CARE — care for very young children, commencing at about 8 weeks, often given in a private home but sometimes in a group situation.

PROPRIETARY DAY CARE — care given either in a group or home, to make a profit for the individual or organization giving the service.

CO-OPERATIVE DAY CARE — a joint proposition where mothers receive care for their children in return for giving a portion of their time as staff to the program.

FRANCHISE DAY CARE — including contract operations — a pre-packaged program, including design and equipping of a building, for a price from a central source. So long as agreed conditions are met, the operation may continue to use the franchise or contract name.

INDUSTRY SPONSORED DAY CARE — this is day care sponsored by management, labor or special situations such as hospitals in order to provide care for employees children close to their jobs. Usually this care is open to community children as well as to those for whose parents it was designed.

COMMUNITY CONTROLLED DAY CARE — day care planned for, operated and controlled by persons living in the neighborhood served by the center or family day care homes. Sometimes construed to mean care run by persons from the same background circumstances as those being served. It is emphatically not a program run from a far-off central office.

PARENT CONTROLLED DAY CARE — day care planned by, operated and controlled by the parents actually using or proposing to use the service. The concept is not to be confused with community control.

STANDARDS — a set of rules and regulations usually set up by a public agency to protect and enrich the children in care.

LICENSE — this is a certificate, renewable periodically, which indicates that basic standards have been met. In order to receive public funds, a program must have a license. In family day care each home where children are cared for must be licensed.

NURSERY SCHOOL — a half-day program, or sometimes from 9 a.m. to 3 p.m. serving usually 3's, 4's and 5 year olds. These programs operate on a public school year, with Christmas and spring vacation and a long summer recess. A fairly high tuition is usually involved.

HEADSTART — a program geared primarily to 4 year olds, to provide a group and learning experience prior to kindergarten. This national program is funded by the Office of Economic Opportunity and should have at least 90% of its children from the poverty

population. There is no fee involved.* Usually parents of Headstart children are not employed full time away from home and hence can be and are encouraged to be active in the program that serves their children.

KINDERGARTEN AND "PRE K" — programs of 2 to 3 hours duration for 5 and 4 year olds respectively. These terms as usually used refer to programs run by public school systems.

"24 HOUR" DAY CARE — day care provided around the clock, either at a central source, in family homes or by sending a person into the child's home. This service is especially designed for mothers who work in the evening or night hours.

*At the time of writing a fee scale is under discussion

APPENDICES

- I. Some New York State and City procedures that may be useful as guidelines in the financing of physical premises.
- II. A suggested form of Minute Taking.
- III. Sample Budget and Financial Reports.
- IV. Seed Money Resources in New York City and State.
- V. Sample Request for Incorporation.
- VI. Procedures for obtaining an incorporation in New York City and State.
- VII. Obtaining tax exempt status.
- VIII. Recommended Minimum Insurance Protection for Day Care Sponsors, Children and Staff.
- IX. Sample By Laws.
- X. Sample Personnel Policies.
- XI. Sample Annual Meeting Agenda.
- XII. Sample Director's Monthly Report to the Board.
- XIV. A check list for Board Efficiency.

APPENDIX I. (a)

NEW YORK STATE — YOUTH FACILITIES IMPROVEMENT ACT

In 1969, the State of New York passed its landmark Youth Facilities Improvement Act to provide much needed funds for the construction, purchase and renovation of physical premises for day care development. These funds can be obtained by day care sponsoring groups in the following ways:

A. MORTGAGE LOANS

1. Sponsoring groups wishing to purchase either a lot on which to construct a day care center or an existing building which can be renovated for day care use may apply to the State Bureau of Youth Facilities Construction in Albany or New York City for a mortgage loan to cover the cost of such expenses.

2. The sponsoring group must then make a plan for repayment of the loan within a maximum period of 25 years. In most instances, the sponsoring group can count on enough income to cover this repayment through the "rent" allocation which is included in the funds from their local Department of Social Services for general support of their day care program's operating costs. Support from the Department of Social Services has, as one item, "rent" which is used for the purpose of repayment. This basic program support is also supplemented by parents and private contributions.

3. Expenses Covered by a Youth Facilities Mortgage

- a. Purchase of a suitable building or vacant lot.
- b. Renovation of the building.
- c. Demolition where necessary.
- d. New construction where necessary.
- e. Fees for architects, lawyers, special consultants.
- f. Costs for planning and program development.
- g. Equipment and initial operating expenses.
- h. Micro-buses for transportation where necessary and feasible.

B. SEED MONEY FUNDS

1. The Youth Facilities Development Fund was established to assist day care sponsoring groups with "start-up" or "seed money" costs connected with the development of their day care facility. Two million dollars has been allocated for this purpose.

2. Expenses Covered by the Seed Money Fund

- a. Options to purchase property for the proposed center.
- b. Deposits on contracts of purchase.
- c. Architectural, engineering and legal fees.
- d. Preliminary surveys.
- e. Consultants or staff costs during the construction period.

C. LOAN GUARANTEES

Day care sponsoring groups wishing to renovate a rented building to house their day care program may obtain a Youth Facilities guarantee up to 90% of the amount needed for renovation purposes. This enables the sponsoring group to obtain a renovation loan from a bank or other lending institution and repay it (as with the mortgage loan) out of rental funds allocated through the day care program's operating budget. The 90% guarantee makes the loan much more attractive to the lending institution.

APPENDIX I. (b)

**NEW YORK CITY —
DIRECT OR LONG-TERM LEASE**

Before this city-sponsored program for building Day Care Centers was frozen last December 20, 1970, approximately 300 sites were

leased by the city from private landlords for rehabilitation as day care centers.

The Long-Term Lease program was co-sponsored by the New York City Department of Real Estate and the Department of Social Services. It enabled the City Real Estate Department, with Department of Social Services approval, to lease space in privately-owned buildings which could be renovated for day care use. The rent which the Department of Real Estate agreed to pay the landlord came from the Department of Social Services day care budget.

How the Long-Term Lease Program Worked

A Community group in a low income area, who wanted to start a Day Care Center, suggested a vacant building to the Department of Social Services, which could be leased and renovated for Day Care use. A landlord could also apply to the Department of Social Services for approval to lease his property to the Department of Real Estate for day care. However, after the site was approved, a community or parent group had to be brought into the planning process for the center.

After the day care site was approved by the Department of Social Services, the landlord negotiated with the Department of Real Estate for the maximum rent Real Estate would pay for the day care center interior space and outdoor play area, and over the term of the lease, which could range from a 10 to 20 year period.

The New York City Department of Real Estate paid the going market price per square foot for the interior space and a lesser amount for the outdoor yard area. However, these figures were subject to negotiation and revision, depending upon costs involved.

The final figure for which the lease was drawn was intended to reimburse the landlord for the following:

1. Amortization of a renovation loan
2. Payment of interest
3. Insurance
4. Maintenance
5. Net rental income to the landlord. (This represented from 10 to 15 percent of the total sum in the lease.)

APPENDIX I. (c)

INDIRECT LEASE

Presently, this is the sole city-sponsored program for building Day Centers in New York City. Rather than negotiating with the Department of Real Estate for a lease, the Day Care sponsors would pay for the day care renovation out of pocket, after receiving approval of the Department of Social Services. The monies advanced by the sponsoring agency would be repaid by the Dept. of Social Services (in the form of rent) over an agreed upon time period, which may be as long as ten years. If the sponsoring group was successful in borrowing the renovation costs from a bank, after having received

a State Loan guarantee, the Department of Social Services would repay the loan, amortization and interest (in the form of rent) to the sponsoring group.

APPENDIX II. A SUGGESTED FORM OF MINUTE TAKING

(Cover Page)

**THE ABC DAY CARE CENTER
1708 Bedford Ave., New York, N. Y. 10077**

Action Items from Board Meeting, January 17, 1971.

Moved, seconded and carried:

To accept the Minutes of the Board Meeting of December 19, 1970, as circulated.

Moved, seconded and carried:

To accept the Treasurer's report as presented at the Board Meeting of December 19, 1970.

Moved, seconded and carried:

To elect to membership on the Board, Mrs. Mary Jones, to fill the unexpired term of Mrs. Jane Smith.

Moved, seconded and carried:

That the report of the Board's ad hoc committee on training be accepted and submitted to the Department of Social Services for funding.

Moved, seconded and carried:

To empower the president to appoint a Benefit Committee.

It was the sense of the meeting that the president should ask to testify at the city-wide meeting on March 1st on 24-hour day care with reference to the position taken by the Board at its October 1970 meeting.

(Many times there is discussion which, if it were of a policy making sort, would require a motion. It is within the chairman's province to state the consensus as he sees it, ask the informal approval of the group, and have the minutes so record.)

(Second Page)

(This page elaborates on the action items of the cover page):

**THE ABC DAY CARE CENTER
1708 Bedford Ave., New York, N. Y. 10077**

BOARD MEETING — JANUARY 17, 1971

Pursuant to due notice, a regular meeting of the Board of Directors of the ABC Day Care Center was called to order on January 17, 1971 at the Day Care Center at 7:30 p.m. Mrs. Brown, President, presided.

Those present were: etc.

Mrs. Brown introduced and welcomed Mrs. Grace Vaughn, a guest from the Department of Early Childhood Education of the State University.

MINUTES OF DECEMBER 19, 1970

It was moved, seconded and carried to accept the minutes as circulated.

TREASURER'S REPORT

(See material for Treasurer's Report in Appendix III.)

It was moved, seconded and carried to accept the Treasurer's report as read. In response to a question, Mr. Meyer, the Treasurer, explained the reason for a \$100 item for office equipment. When the Board was first organized, over a year ago, they were given a secondhand typewriter by a friend. The repairman advised that it would not be worthwhile to repair it anymore and the President authorized the purchase of a new one, there being money budgeted to cover such an expense.

NOMINATING COMMITTEE REPORT

Mr. Haynes, chairman of the Nominating Committee, presented the name of Mrs. Mary Jones to fill the unexpired term of Mrs. Jane Smith. Mr. Haynes reported that he and several members of his committee have met with Mrs. Jones and feel that she will be a valuable member of the board. Her daughter is a member of the 4 year old group, having joined the center as a 3 year old. Mrs. Jones is a file clerk at a large insurance company and is interested in helping the Board to streamline its office procedures. Upon motion duly made, seconded and carried, it was voted unanimously* to elect Mrs. Jones to membership on the Board.

(*In the case of certain motions, such as an election to membership, it is "neco" to record a unanimous vote.)

AD HOC COMMITTEE ON TRAINING

Mrs. Black, chairman of the Committee, presented a report on needs as the Committee saw them and ways for meeting these needs. Mrs. Grace Vaughn of State University, was very helpful to the Committee in thinking through their needs and in appraising local resources for meeting them. A written report of the Ad Hoc Committee is attached to these minutes. Mrs. Vaughn was asked to speak on the report. At the end of her presentation, several pertinent questions were asked and replies offered:

1. (These should be brief but complete
2. enough for reference as future
3. boards may ask the same questions.)

After full discussion, it was moved, seconded and carried to accept the report as presented and to present it to the Department of Social Services for funding. The Board thanked Mrs. Vaughn for her great assistance.

PRESIDENT'S REPORT

The president reminded the Board of their concern last summer over the lack of available trips for day care families to beaches,

parks and other recreational areas. After discussion, it was moved, seconded and carried to empower the president to set up a benefit committee to explore ways of raising money so that trips may be planned for the coming summer. The Committee will report back to the Board at the next meeting.

DIRECTOR'S REPORT

(See prototype director's report in Appendix XII.)

CITY-WIDE MEETING ON 24-HOUR CARE

The Vice President brought to the Board's attention that he had received a notice of a city-wide meeting on March 1st called by the Community Council to discuss the need for and implementation of 24-hour child care. It was agreed that the ABC Day Care Center should ask to testify, particularly in as much as the board had given time and thought to the problem in the previous autumn and had taken a position on it. (See minutes of October 1970 Board meeting.) It was the sense of the meeting that this should be done and that the president should represent the agency in this matter according to the policy decision taken in October.

The next meeting of the Board will be held on Tuesday, February 23rd, 1971 at the center.

There being no further business, the meeting was adjourned.

Respectfully submitted,
Marion Blank, Secretary



Appendix III (a)
BOARD OF DIRECTORS
ORGANIZATIONAL BUDGET & FINANCIAL REPORT
 Fiscal Year 197.... to 197....

EXPENSES	Estimated Annual Budget	Spent to Date	Balance
Expense of Meetings			
Monthly meeting refreshments	000	00	000
Annual Meeting Hall rental	000	—	000
Mailings & Telephone			
Typing service for meeting notices, minutes, etc.	000	00	00
Postage	00	0	00
Telephone & telegraph	00	00	00
Office Supplies	00	00	00
Printed stationery	00	00	00
Expense of Fund Raising & Publicity			
Ticket printing, brochures, etc.	000	00	000
Leaflets, flyers	00	0	00
Audit	000	—	000
Program Enrichment Projects*			
Summer Trips and Camping for Center Families			
Bus rental & recreation expense	000	00	000
Camp scholarships for school age children	0000	—	0000
Program Area In-Service Workshops for Staff			
Music	000	—	000
Science	000	000	—
Woodworking	000	00	00
Participation in other Organizations			
Day Care Council dues	000	000	000
Health & Welfare Council	000	000	000
Community Chest	000	000	000
TOTAL EXPENSES:	00,000	0,000	0,000
INCOME	Annual Budget	Received to Date	Still Needed
Board Member Yearly Oues (30 members @ \$5)	000	00	000
Neighborhood Bazaar and Food Sale	000	00	00
Annual Raffle	0000	000	000
Special Contributions	000	00	00
Community Chest (Red Feather Organization)	0000	000	000
TOTAL INCOME:	00,000	0,000	0,000

*Projects listed are intended as suggestions only.

Appendix III (b)

ANNUAL OPERATING BUDGET — THE ABC DAY CARE CENTER
Fiscal Year 197.... to 197....

100 pre-school children full-time, 52 weeks per year				40 school-age children — part-time, after school full-time, summer & School holidays							
EXPENSES		REGULAR			STAFF SCHOOL VACATION AND HOLIDAYS						
I. SALARIES		Full- Time No.	Part-Time		Monthly Amount	Full- Time No.	Part-Time		Monthly Amount	ANNUAL AMOUNT	
		No.	Weekly Hours	No.		No.	Weekly Hours				
A. Administration & Office											
Director											
Asst. Director											
Bookkeeper											
Intake Worker											
Clerk											
B. Classroom Staff											
Teachers											
Assistants											
Substitutes											
C. Maintenance Staff											
Cook											
Kitchen helpers											
Janitors											
Substitutes											
Total Salaries					0000				0000	00,000	
II. BUILDING EXPENSES											
A. Basic					B. Minor Repairs & Maintenance						
Rent	\$0000				Window washing — 6x per year				\$000		
Heat	000				Equipment & Building Repairs				000		
Gas	000				Exterminator Service				000		
Light	000										
TOTAL Building Expense:										00,000	
III. FOOD											
A. Full Time (Breakfast, Lunch & Snacks)											
1. 100 pre-school children @ 00¢ per day per child					\$0000						
2. 40 school-age children @ 00¢ per day per child					000						
B. Part Time											
1. 40 school-age children @ 00¢ per day per child					0000						
after school for 9-1/2 months					000						
Total Food:										00,000	

DAY CARE CENTER OPERATING BUDGET
(continued)

Expenses (continued)				Annual Amount
IV. TELEPHONE & POSTAGE \$000				
V. EQUIPMENT, SUPPLIES & LAUNDRY				
Equipment	\$000	Medical	\$000	
Teaching & Classroom Supplies	000	Household	000	
Office	000	Laundry	000	
Total Equipment & Supplies				0000
VI. INSURANCES				
A. Staff				
Social security (Employer's share)	0000			
Unemployment Insurance	0000			
Disability Insurance	000			
Workman's Compensation Insurance	000			
Health Insurance (staff)	000			
B. General				
Public Liability	0000			
Fire, theft & Vandalism	000			
Total Insurances				0000
VII. HEALTH SERVICES FOR CHILDREN				
A. Physician: x visits per month @ 3 hrs. per visit	000			
B. Nurse: y visits per month @ 4 hrs. per visit	000			
Total Health Services:				
TOTAL OPERATING EXPENSES				000,000
Estimated Annual per capita cost: Preschool \$0000; School age: \$000				
INCOME				
Parent's fees	\$0000			
Public Funds:				
federal	0000			
local	0000			
Board of Directors	000			
Total Income				000,000

Appendix III (c) THE ABC DAY CARE CENTER

(Please read across)

BUDGET 1 month		Salaries	Building Expense	Food	Tel. & Postage	Equip- ment	Classroom Supplies	Office
ANNUAL		0000	000	000	000	000	000	000
JULY	Spent							
	Balance							
AUGUST	Spent							
	Balance							
SEPTEMBER	Spent							
	Balance							
OCTOBER	Spent							
	Balance							
NOVEMBER	Spent							
	Balance							
DECEMBER	Spent							
	Balance							
JANUARY	Spent							
	Balance							
FEBRUARY	Spent							
	Balance							
MARCH	Spent							
	Balance							
APRIL	Spent							
	Balance							
MAY	Spent							
	Balance							
JUNE	Spent							
	Balance							

BUDGET AND EXPENDITURE CONTROL SHEET

[illegible]

APPENDIX IV. SEED MONEY

In New York City, there are non-interest Seed Money Loan Funds which may be available to assist beginning day care groups defray day care center start-up costs for architects, lawyers and accountants. These are:

- A. The Day Care Council's Architect's Assistance Loan Fund
- B. The Youth Facilities Improvement Act's Seed Money Loan Fund
- C. The Applied Resources Day Care Assistance Fund
- D. The Model Cities Seed Money Loan Fund

A. DAY CARE COUNCIL'S ARCHITECT'S ASSISTANCE LOAN FUND

The Day Care Council's Architect's Assistance Loan Fund is a small revolving fund which may be available to assist New York City community, volunteer or parent groups pay for the preliminary to completed day care center plans of their architects. Since the fund is small, loans are only available to groups who have had their day care sites approved by the New York City Department of Social Services and who have also received a Letter of Intent, including a proposed budget for the center from the Department of Social Services. The group should also be in the process of incorporation. The Letter of Intent is a statement from the Department of Social Services indicating that, upon satisfactory completion of plans, they will repay seed monies, mortgage money and interest or rent if that be the plan to the individual board in the form of rent. If the day care group is building their center through mortgage monies, or a loan guarantee from the Bureau of Youth Facilities Construction, they must have had also received a mortgage commitment or approval from the Bureau, in addition to local Department of Social Services approval, before the Day Care Council's Architect's Assistance Loan Fund can be made available. The loan is repaid to the Council by the Day Care group after they have either received a construction loan from a lending institution (which includes the architect's fee) or have received a Youth Facilities Seed Money loan, which also includes monies for architects. For more information call:

The Day Care Council of New York, Inc.
114 East 32nd Street, New York City 10016
Telephone: (212) MU 5-7017

B. YOUTH FACILITIES IMPROVEMENT ACT SEED MONEY LOAN FUND

This \$2,000,000 seed money loan fund is administered by the Bureau of Youth Facilities Construction. When the Bureau anticipates that

a Youth Facilities mortgage loan or Loan Guarantee may be obtained by the Day Care group, the Bureau will incorporate the group as a Day Care Developing Fund Company and advance them seed monies for the following:

1. Options to purchase property for the proposed center
2. Deposits on contracts of service
3. Architectural, engineering and legal fees
4. Preliminary surveys
5. Consultants, staff costs or other incidental expenses during the construction period

However, during the length of time it takes a Youth Facilities Seed Money Loan to be processed for approval, in some instances day care groups who have no financial resources at all, may find it necessary to appeal to the Day Care Council's Architect's Assistance Loan Fund or to the Applied Resources Day Care Assistance Fund.

For more information on the Youth Facilities Improvement Act Seed Money Loan Fund, call:

Mr. Connie Jones, Assistant Director
Bureau of Youth Facilities Construction
270 Broadway, New York City
Telephone: (212) 488-3500

C. APPLIED RESOURCES DAY CARE ASSISTANCE FUND

This Assistance Fund is available, through private sources, to "low-income, community controlled" day care groups who have need of a loan to pay architects, accountants or lawyers, or who may have need of funds for downpayments on contracts to purchase property for Day Care Centers.

The Applied Resources Day Care Assistance Fund is said to be able to provide "high risk" monies to day care groups. The fund may be available to defray the costs of minor renovations, which may help a day care group upgrade an unlicensed Day Care Center to meet standards set for Interim Funding. Applied Resources is also willing to avail their fund, in small loans, to "Community Day Care Groups" who may be momentarily beset by an emergency expense. For more information, call:

Walker Buckner, Jr., Director
Applied Resources, Inc.
501 Madison Avenue, New York City 10022
Telephone: (212) 826-0890

D. MODEL CITIES SEED MONEY LOAN FUND

All day care center planning groups within the Model Cities areas of the boroughs of New York City are eligible for this loan fund. Once a planning group secures a site which has been approved by the Department of Social Services, they can apply to the Policy Committee of their local Model Cities office for seed monies.

When the request is approved by the Model Cities Policy Committee, a contract stipulating the terms of repayment is drawn between the planning group and Model Cities. The seed money loan is repaid from the construction loan the group receives from a lending institution. If the group is building their center through the Youth Facilities program the Model Cities loan is repaid when the group receives seed monies from the Bureau of Youth Facilities Construction. Model Cities seed monies may be spent for the same purposes as Youth Facilities seed monies.

APPENDIX V.

PROCEDURES FOR OBTAINING AN INCORPORATION IN NEW YORK CITY AND STATE

(facsimile of actual form)

NEW YORK STATE DEPARTMENT OF SOCIAL SERVICES, NEW YORK CITY OFFICES REQUEST FOR APPROVAL OF CERTIFICATE OF INCORPORATION BY THE STATE BOARD OF SOCIAL SERVICES UNDER THE PROVISIONS OF THE MEMBERSHIP CORPORATION LAW

Date _____

A. GENERAL INFORMATION

1. Name and Address of Proposed Corporation _____
2. Territory of Corporation's Operations _____
3. Number of Incorporators _____
4. Information with reference to proposed Board of Directors and

Incorporators

Name, Occupation and Business Address _____
Philanthropic and Community Experience, If any _____

B. NEED FOR PROPOSED CORPORATION

1. Has organization been in operation as an unincorporated Agency? _____
 - a. How long? _____
 - b. Under what name? _____
 - c. At what location? _____
 - d. Why was this organization started? _____
 - e. What has been its major activities? _____
 - f. What is the program to be conducted now? _____
2. If organization has not been in operation:
 - a. Why is it being started? _____
 - b. What will be its major activities? _____
 - c. At what location? _____

C. STAFF

1. List personnel by title, qualifications, daily hours of work, total weekly hours for each staff member.
2. Will volunteers be used? If so, in what capacity?

D. FINANCIAL RESOURCES

1. Assets — of _____
 - a. Total _____
 - (1.) Cash _____
 - (2.) Other _____
2. Unpaid obligations
(No item # 3)
4. If money is to be secured from pledges, contributions, from financial and/or charitable organizations, income from government agencies or private foundations and/or other means, complete the following:
 - a. Pledges of Individuals
Name and address of individual _____ Amt. _____
 - b. Contributions Anticipated — Foundations and other Agencies
Name and address of Foundation _____ Amt. _____
 - c. Income Anticipated — Government Agencies
Name and address of Agency _____ Amt. _____
 - d. Other Income (Specify source and Amount of Income not included Above)
Source _____ Amt. _____

Note: If defaults are expected in the proposed budget, explain the measures to be taken to reduce/or eliminate such defaults.

E. OTHER INFORMATION

1. Give any additional information, not included in the foregoing, which you feel supports your request for approval of incorporation.

Signature _____

Connection with organization _____

Date _____

If more space is needed to answer all questions please provide attachments.

SUPPLEMENTARY DATA CHILDREN'S INSTITUTION OR AGENCY

Type of institution or agency

- a. Long Term institution _____; Shelter _____;
Other (specify) _____
- b. Placing Agency _____; Boarding care; _____
Adoption _____
- c. Camp _____
- d. Day Care Center _____
- e. Other (specify) _____

Children to be served

- a. Age _____
- b. Sex _____

- c. Dependent, delinquent, neglected (specify)
- d. Other (specify admission policy if any regarding race, creed or nationality)

Percentage distribution of cases to be served

- a. Free cases
- b. Part pay cases
- c. Full pay cases

Proposed Personnel

Qualifications you will require for professional personnel

Plant (describe)

Note: Attach sketch plans or blueprint if available.

APPENDIX VI.

STEPS FOR INCORPORATION FOR DAY CARE

(In New York City but prototype for other communities)

1. Have your attorney send two draft copies of your proposed certificate of incorporation, a copy of your Letter of Intent and a sample budget for your center to:

Miss Vivian Bucknam
New York State Department of Social Services
270 Broadway, N.Y.C.

A proposed certificate of incorporation is an application for incorporation, which most lawyers draw-up themselves or your lawyer may use a standard application form which he can obtain from Blumberg's Law Forms.

2. On receipt of your application for Incorporation for Day Care, the office of Miss Bucknam will send your attorney a questionnaire (Form NYC 66 — Fascimile attached) entitled "Request for Approval of Certificate of Incorporation by the State Board of Social Welfare Under Provisions of the Membership Corporation Law".
3. Have your lawyer carefully answer all pertinent questions. If the questions are not properly answered, your lawyer will be asked for additional information and your incorporation will be delayed.
4. After the questionnaire is properly answered, Miss Bucknam's office will verify your Letter of Intent and sample Budget with the Division of Day Care, Department of Social Services. Your questionnaire and application will be then sent to the State Board of Social Welfare at Albany, who will approve or deny your application for Incorporation.

Generally, there is no problem becoming incorporated when your application is in order.

The State Board of Social Services meets once a month and generally during the mid part of each month. Thus, it is important to properly answer the questionnaire to ensure that your application is on the calendar of the State Board in the shortest time possible.

5. During the same week, the State Board of Welfare approves your application, your attorney will receive an original copy of your Incorporation papers and a certificate of approval.
6. Your attorney must then have a Justice of the N. Y. State Supreme Court sign the Incorporation papers.
7. After the Justice's signature is obtained, your attorney must then file the signed Incorporation papers with the office of the Secretary of the N. Y. State. You are now incorporated to service children in a Day Care Program in New York.

APPENDIX VII.

OBTAINING TAX EXEMPT STATUS

(Procedures for procuring and maintaining it are federal and hence the same for all states.) Day Care Programs funded in all or part by tax money are non-profit organizations and therefore can file for tax exempt status with the Internal Revenue Service.

(Procedures for procuring and maintaining it — same for all states.) Day Care Programs funded in all or part by tax money are non-profit organizations and therefore can file for tax exempt status with the Internal Revenue Service.

1. Immediately after your Incorporation papers have been received, signed and filed, have your attorney obtain an Exemption Application (Form 1023) from the Internal Revenue Service (in New York City at 120 Church Street).
2. Have him fill the application in duplicate and return it to the Internal Revenue Service.
3. Your attorney must also show the office of the District Director, Internal Revenue Service, proof of your incorporation and that your program is to be publicly funded.
4. A form verifying your tax exempt status should be received by your attorney within seven weeks.
5. Your tax exempt status must then be filed annually with Internal Revenue Service's form 990-A.
This can be done by having your bookkeeper or an accountant complete the Internal Revenue Service's form 990-A.
6. It is important to file annually to prevent loss of your center's tax exempt status.
7. If your Board intends to seek foundation aid, other financial contributions or has other sources of revenue which it will spend to improve program, your bookkeeper or accountant must then obtain and complete Internal Revenue Service's form 4563. This requirement became mandatory on June 1970.

APPENDIX VIII.

INSURANCE

NEW YORK CITY TAX SUPPORTED GROUP CARE

Every day care center should have liability insurance to cover each child during the time he is at the center or during times when he

is coming to or from the center with center staff, while the center is open. The insurance plan should also cover persons visiting the center. The Division of Day Care, Department of Social Services recommends a liability plan for up to \$50,000 per person and \$300,000 per accident. Center staff is covered under Workmen's Compensation and all employees are covered by Old Age and Survivors Insurance on a participation basis. Insurance for damage to day care center property, other than Fire Insurance is not recommended by the Department of Social Services. However, insurance to cover personal property loss or damage, of staff or visitors to the center can be approved by the Department of Social Services, providing the plan limits an individual claim to no more than \$5,000. Before the day care board signs for any insurance plan they should check with the Accounting Division, Department of Social Services or their day care consultant to know if the cost of the plan falls within the center's budget for this purpose. Participation in the participative pension plan is mandatory. Participation in medical plans is not obligatory but is paid in full by the host agency.

NEW YORK CITY TAX SUPPORTED OR CONTRIBUTORY FAMILY DAY CARE

There are no insurance policies in Family Day Care. However, the City is a self-insurer. This means that the children are insured in so far as the City is liable for their care during the hours which their parents had requested and which had been authorized for the children in the Family Day Care Home.

APPENDIX IX. SAMPLE BY LAWS ABC DAY CARE CENTER, INC. ENACTED SEPTEMBER 1970

ARTICLE I.

The purpose of the corporation shall be as follows:

1. To provide safe, healthy and educationally oriented day care services to parents and children in its neighborhood.
2. To seek constantly to improve its services and to keep them relevant to neighborhood needs.
3. To play a role in citywide day care matters, particularly with regard to expansion and improvement of the program.

ARTICLE II.

Members

1. The members of the corporation shall consist of all members of the Board of Directors, Honorary Members and contributors.
2. Honorary Members of the corporation may be elected at any monthly or annual meeting of the Board of Directors by a majority vote of those present.
3. Each member, other than Honorary Members, shall be entitled to one vote at each meeting of the members.

4. One-third of the members entitled to vote shall constitute a quorum for the transaction of business at any meeting of members, but a lesser number may adjourn a meeting at which a quorum is not present.

ARTICLE III.

Board of Directors

1. The affairs and property of the corporation shall be under the general care and management of a Board of twenty-four Directors, who shall be elected by the members of the corporation entitled to vote. At the annual meeting to be held in the year 1969, there shall be elected eight Directors for a term of three years, eight Directors for a term of two years and eight Directors for a term of one year. At each annual meeting of members thereafter, eight Directors shall be elected for a term of three years. All Directors shall hold office until their successors shall be elected and take office.
2. Eight Directors shall constitute a quorum for the transaction of business at any meeting, but a lesser number may adjourn a meeting at which a quorum is not present.
3. The Board at any meeting may fill vacancies in its number for the balance of the unexpired term.
4. The Nominating Committee shall present at the Annual Meeting and at such times as a vacancy may occur a slate of officers and board members. In addition, the Nominating Committee shall add to its slate any nominations from the floor. Such nominations may be made and seconded by any member of the corporation.

ARTICLE IV.

Officers

1. The Members, at their annual meeting shall elect a President, First Vice President, Second Vice President, a Secretary and Treasurer for a term of two years. At their discretion, they may also elect a Third Vice President. All officers must be Directors. The Board, at any meeting, may fill vacancies occurring in any office for the balance of the unexpired term thereof. All officers shall hold office until their respective successors shall be elected and take office. No officer shall hold the same office for more than two consecutive terms.
2. The President shall preside at all meetings of the corporation and of the Board, and shall exercise all powers usually pertaining to the office.
3. In the absence or disability of the President, the ranking available Vice President shall perform the duties of the President.
4. The Treasurer shall exercise all powers usually pertaining to such office and shall have charge of the funds of the corporation and deposit the same with such banks as may be designated by the Board subject to withdrawal by checks, drafts or other orders for payment signed by such person or persons as shall be authorized to do so by resolution of the Board. The Treasurer shall collect all monies due the corporation.

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5. The Secretary shall perform the duties usually pertaining to such office and shall keep the minutes of all meetings of the members and the Board and conduct the correspondence of the Board. The Secretary shall affix the corporate seal to instruments under the direction of the Board.

ARTICLE V.

Meetings

1. The annual meeting of members for the election of Directors and officers and for the transaction of such other business as may properly come before the meeting shall be held at such time following the end of the corporation's fiscal year as shall be designated by the Board. Written notice of such meeting, stating the time, place and date thereof shall be delivered in person or sent by mail to each member's last known address at least ten days prior to such meeting.
2. Regular meetings of the Board shall be held in each month, except that meetings during the summer months may be omitted at the discretion of the Board. Written notice of such meeting, stating the time, place and date thereof shall be delivered in person or sent by mail to each member's last known address at least ten days prior to such meeting.
3. Special meetings of the Board may be called on written notice delivered in person or sent by mail or telegram at least 48 hours prior to such meeting and signed by the President or a Vice President. Special meetings of members may also be called on like notice signed by the President or any five Directors. At special meetings, only the business specified in the notice shall be transacted.

ARTICLE VI.

Committees

1. The officers of the corporation shall constitute the Executive Committee of the Board, to act when the Board is not in session and to exercise any and all powers of the Board which may lawfully be delegated, unless the Board shall by resolution limit the powers of such Committee.
2. The Nominating Committee prior to the 1969 meeting shall be appointed by the Officers pro-tem. At the 1969 Annual Meeting the Nominating Committee for the following year shall be elected from a slate proposed by the previous Committee. The Committee shall consist of no less than seven (7) members of the Board. The Committee shall prepare a single slate for the Board, Officers and nominating Committee to be acted upon at the Annual Meeting.
2. The President with the concurrence of the Board may appoint such other committees as may be deemed necessary or desirable for efficient management of the corporation.

ARTICLE VII.

Amendments

These By Laws may be amended by a majority vote of the Directors

present at any meeting of the Board, provided that the text of the proposed amendment shall have been mailed or delivered in person to each member of the Board at least thirty days prior to the meeting at which the vote thereon is taken. These By Laws may also be amended by majority vote of those members present at any meeting of the members, provided that the text of the proposed amendment shall have been mailed or delivered in person to each member of the corporation at least thirty days prior to the meeting at which the vote thereon is taken.

APPENDIX X.

SAMPLE PERSONNEL POLICIES

STATEMENT OF PURPOSE

The purpose of the ABC Day Care Center is to provide the best care and learning situations possible for young children. To accomplish this, a Team approach is necessary. The job of everyone is essential to the well being of the children and every job is equally valuable. Mutual respect and trust among staff and board are the cornerstone of our personnel policies.

EMPLOYMENT

Staff members are employed on the basis of their personal and professional qualifications and ability to meet the specifications of the position to be filled.

There shall be no discrimination in employment because of race, creed or national origin.

PROBATIONARY PERIOD

All staff shall be engaged on a probationary basis. The probationary period in the case of classroom personnel shall be XXX months; in the case of other staff, it shall be X months. During the probationary period employees are not eligible for employee benefits — vacation, health insurance, retirement plan, etc. They will be paid, however, for holidays that fall on a normal work day during the probationary period.

At the successful completion of the probationary period the employee's permanent status will be made retroactive to date of employment and employee benefits will be accumulated on the retroactive basis.

Transfer from probationary status to permanent status will be confirmed in writing as part of the initial evaluation.

PHYSICAL EXAMINATION

A statement that the worker is in good health based upon a medical examination and chest X-Ray taken within the previous twelve month period must be submitted by the employee, within two weeks

of employment. (Chest X-Ray may be obtained free of charge at the Public Health Department.) All employees must have a yearly check up, the results of which are submitted to the Director.

PERSONNEL RECORDS AND REFERENCES

Confidential permanent personnel records will be maintained by the Director for each person on the staff. They will include employment date, formal evaluations, summary of informal discussions on job performance, increments, salary range, the official record of all accrued sick leave and vacations earned and taken. They will be the basis for all references.

Each employee must notify the office of any change of address, home telephone number, marital status, number of dependents, name of person to be notified in case of illness, etc., at the time each change takes place.

WORKING HOURS

Anyone who works 80 hours or more each week is paid as a full-time employee.

1. Full-time employees

The regular work week is 80 hours, at minimum, Monday thru Friday, with half-hour of free time for teaching staff and half-hour for lunch for other staff. All employees will be allowed one fifteen minute break per day at a time arranged in advance with the Director. Exceptions may be arranged as necessary to meet the needs of the agency.

2. Permanent part-time employees

Those working at least 40+ hours a week, but fewer than 80 hours weekly qualify in this category. These workers qualify for all benefits on a proportional basis.

PERFORMANCE EVALUATION

Once a year, the work of each employee shall be evaluated in writing by the Center Director.

The evaluation shall be discussed with the employee and the employee will be asked to countersign the evaluation certifying that he has seen it. The employee may submit a supplemental statement to be attached to the evaluation.

As soon as the Director becomes aware of any weakness in an employee's performance, he shall discuss this with the employee, allowing adequate time for improvement except in cases of significant inadequacy. In cases where an evaluation requires improved performance a re-evaluation must be submitted by the Director within 60 days. All evaluations will be reviewed by the personnel committee of the board.

The following factors will be considered in preparing evaluations: quality of work; knowledge of job; interest; dependability; initia-

tive; attendance and punctuality; and cooperation with other staff members. References will be based on the written evaluations in the worker's personnel folder.

OVERTIME

When an employee is requested to work overtime, he shall be compensated by an equivalent amount of time off. Arrangement for time off for overtime compensation must be approved by the Director in keeping with the needs of the center.

MEDICAL BENEFITS

Health Care coverage (under certain plans) is available for all permanent full-time and part-time employees as previously defined.

WORKMEN'S COMPENSATION

The agency carries Workmen's Compensation for all employees. Any injury, however trivial, occurring to a staff member while performing his duty either at the center or elsewhere, must be reported immediately to the Director.

If an employee collects Workmen's Compensation, he is not entitled to pay from the Agency. However, if the Agency continues the employee on payroll during any part of the period of disability, (beyond the first seven days) the law permits the Agency to collect the Workmen's Compensation allowance for that period.

DISABILITY INSURANCE

Disability insurance for off-the-job injury and sickness is provided for all permanent members of the staff. This does not provide medical care. Disability benefits are payable to an eligible employee beginning with the eighth consecutive day of disability. Disability benefits are not payable for any day for which the employee is entitled to receive from his employer an amount equal to or greater than the benefits prescribed by the Disability Benefits Law.

SOCIAL SECURITY

The agency shares the cost of Social Security in accordance with law. One half of the amount is deducted from the employee's salary and one half is contributed by the agency.

HOLIDAYS

The following holidays are observed:

New Year's Day	Labor Day
XYZ Local Holiday	Thanksgiving Day
Washington's Birthday	Friday after Thanksgiving
Memorial Day	The day before Christmas Day
4th of July	Christmas Day
	The day before New Year's Day

If one of the above holidays falls on a Sunday, the agency will be closed on the following Monday. If the holiday falls on Saturday, it will be closed the preceding Friday.

SICK LEAVE

Full-time employees shall be granted 00 days sick leave per year, accrued at the rate of 0 day per month. It may be accrued if unused, to 000 days maximum. The Executive Director may request a physician's statement. If a worker resigns, unearned sick leave for which payment has been made will be deducted from final salary payment. Absences due to illness which exceed sick leave accumulated will be considered leave without pay.

VACATIONS

Full-time employees shall earn vacation as follows:

1. For classroom personnel at the rate of XX days per month or a total of XXX days per year.
2. For office personnel at the rate of Y days per month or a total of YY days per year.
3. For kitchen and maintenance personnel at the rate of Z days per month or a total of ZZ days per year.

Vacation earned on the basis of up to two (2) years of service may be accumulated. Any vacation accumulated in excess thereof will be converted into sick leave credits.

All employees shall receive vacation pay before the start of their vacations.

Pay for earned and unused vacation shall, if the employee dies, be paid to the deceased employee's surviving spouse, child or children, parent or parents, next of kin or legal representative, in that order. Such payment by the Center to any such beneficiary shall constitute a complete discharge of the Center's obligation.

GRIEVANCES

Any staff member with a personnel problem should bring this problem to the Director. If a satisfactory solution cannot be reached, the staff member may request an appointment with the Personnel Committee of the Board of Directors. (If a union contract exists, this procedure will probably be spelled out therein.)

The staff member may be asked to submit a written statement of the points at issue to the Executive Director or Board President.

PROMOTIONS

In keeping with the principle of promotion from within, employees will be given consideration for unfilled positions as they occur and for which they present the required qualifications.

TERMINATION OF EMPLOYMENT

Termination of employment may be made by either the agency or the worker with two weeks' notice for non-professionals and with one month's notice for professionals. The agency reserves the right to substitute pay in lieu of notice.

Termination for cause may be made by the agency without notice.

PERSONNEL POLICIES

The foregoing personnel policies have been approved by the Board of ABC Day Care Center Committee and are subject to annual review and modification upon recommendation of the Personnel Committee.

APPENDIX XI.

An Annual Meeting agenda might look like this:

Call to order — The Chairman

(You may want to have a special chairman, perhaps a board member, as your president will be giving a report and would have to turn the chair over to someone else anyway.)

Minutes of last Annual Meeting — The Chairman

Acceptance or correction and acceptance. The secretary should be present to take any corrections.

Treasurer's report — The Treasurer

We suggest that an excerpt of the previous year's audit, along with a brief expense and income statement be typed and circulated and that the Treasurer **highlight** the financial picture. A motion for acceptance is then in order.

President's report

(Given now, for he may **not** be president after the Nominating Committee's report!)

Brief highlights with perhaps an outline of successes, problems past and future. 10 minutes, maximum.

Director's report

Same ground rules as for the President but presented, of course, from Director's own point of view. If desired, both president and director may write and circulate longer reports.

Nominating Committee Report—Chairman of Nominating Committee

There may be several variations of presentation. If there is a single slate, then all proposed Board members may be read at once. After which the Chairman of the meeting shall ask if there be any nominations from the floor. If there are, the procedure for accepting and passing on these as outlined in your By-Laws will be followed. If there be no nominations from the floor the Chairman shall ask for a motion to close the nominations.

Upon the proper motion, procedures being completed, he shall ask for a motion to empower the Secretary to cast one vote for the slate as presented. When this motion is duly carried, the Secretary shall say: "I cast one ballot for the slate as presented" and then those on the slate are at that moment duly elected unless there has been some specific provision that the terms of office commence at a certain date in the future.

If the general membership is to elect the officers, then the same procedure is followed. If the Board is to elect its own officers, then this usually takes place at a board meeting immediately following the Annual Meeting or very shortly thereafter. We like the idea of having the general membership, the largest corporate body, elect the officers as well as the Board.

If there is a new president, the old and the new somewhat ceremoniously and courteously exchange seats and the meeting continues under the chairmanship of the new president. It is unusual but not unheard of for the incoming president to "make a speech".

Usually the new president will thank those present for their confidence and pledge himself, with their aid, to do his best. The formal meeting may then be adjourned and the guest speaker introduced. Be sure to have brief but accurate biographical material about your speaker. When in doubt ask him for it. This is quite an accepted practice.

APPENDIX XII.

SAMPLE DIRECTOR'S REPORT TO THE BOARD

(Always Date All Reports and Communications)

DECEMBER 8, 1970

POPULATION

The Center now has 78 children enrolled and we will continue our intake until a total of 80 is reached. Although the Center is budgeted for only 75 children, normal absences among the children make a small overregistration desirable in order to maintain our average daily attendance as close to 75 as possible.

PROGRAM

The program is running well in all classrooms with preparations for Christmas a focal point in most of their activities. Classrooms 3 and 4 are also discussing Christmas in Puerto Rico and other islands of the West Indies, since many of our children come from there. Most of the five year olds are now able to write enough words to inscribe their own Christmas cards to parents.

SPECIAL NEEDS

Parents and Teachers are planning an interesting Holiday Program but we still need help in obtaining enough donated toys to guarantee that every child can have a Christmas gift. Appeal Letters have been written to a few large companies but we hope the board will also use its resources in finding new toy sources for us. The Parents Organization is also planning, for January, a series of meetings on Consumer Education and Consumer Problems. They are requesting board help in finding suitable speakers and discussion leaders on this topic. Mrs. May Wallace is parent chairman of the committee planning this program.

BUDGET

We are now approximately half-way through our fiscal year and, except for the category of office supplies, our expenditures seem to be keeping pace with our budgeted allocations. The office supplies category has always been a difficult one to keep within the allotted amounts and costs have been rising in this as in other areas. It may be necessary, therefore, to request a high allocation for this in the next budget year.

APPENDIX XIII.

JOB ANALYSIS OF DAY CARE CENTER DIRECTOR

I. ADMINISTRATION

- A. Administration of program in accordance with policies of board. These policies would include those of the funding agent, if there is one other than the board, and would include maintaining the basic standards set by the licensing agency.
- B. Responsibility for over-all organization of work in day care center.
 - 1. Co-ordinating and integrating of total program in education, health, and social service to meet needs of children and parents served. Responsibility for developing and maintaining good staff relationships, including awareness of the particular jobs of each staff member and its relationship to the whole
 - 2. Selecting staff
 - 3. Establishing time schedules in relation to the daily work, appointments, individual and group conferences and vacations for teachers, family workers, clerks, and maintenance staff
 - 4. Planning and supervising work of clerical and maintenance staff
 - 5. Organizing his own time schedule so that important matters receive priority
 - 6. Maintaining sound financial management
 - a. Keeping expenditures within budgetary limitation

- b. Purchasing of items stipulated in budget, informing the board of additional needs not included in budget
 - c. Maintaining current fee collections, where required.
- 7. Maintaining system of recording, accounting, statistical reporting, and provision for filing and safeguarding confidential records
- 8. Maintaining efficient household management
 - a. Maintaining sanitary and hygienic practices and seeing that plant is kept in good repair so that proper protection of children is assured
 - b. Planning menus in accordance with accepted nutritional standards and cultural patterns of children

II. PROGRAM AND SUPERVISION

- A. Developing and maintaining good education standards in care of the children throughout the total day
 - 1. Maintaining a program that meets the emotional, physical, intellectual and social needs of the individual child, his family, and the group
 - 2. Co-ordinating of individual staff and group schedules
 - 3. Responsibility for staff recording of behavior and progress of each child
- B. Supervision and training
 - 1. Supervision of staff
 - a. Helping staff to understand the framework of the agency and the community in which they work
 - b. Responsibility for the professional growth and development of staff through individual conferences, group meetings and frequent observation of teachers with their groups
 - c. Applying his knowledge in practice and maintaining objective attitudes in dealing with staff
 - d. Keeping staff informed about and stimulating their interest in current developments in the professional field, such as courses, lectures, conferences, etc.
 - 2. Participating in training meetings conducted by field consultants and other specialists who may be available.
 - 3. Integrating educational and health aspects of the program with social and family services.
 - 4. Evaluating staff
 - 5. Responsibility for developing good staff relationships and staff participation in entire program
 - 6. Assisting staff in organization of work and sound use of time
- C. Parent relations
 - 1. Interpreting of policies and program of agency to develop mutually responsive relations between parents and the day care center.
 - 2. Maintaining, and helping staff maintain, good continuing relationships with parents, through daily contact and planned conferences
 - 3. Planning group meetings with parents and staff

III. BOARD AND COMMUNITY RELATIONSHIP

- A. Board (The director should have a direct relationship to the board of the agency and should attend board meetings; in order to effect this in multi-function agencies, the director should participate in board meetings on a periodic basis.)
 - 1. Helping to clarify the board's function as a private operating agency offering a public community service.
 - 2. Participating in planning, suggesting, and recommending changes in policy and procedures necessary to maintain a program which meets the needs of the children and their parents
 - 3. Interpreting and recommending agency needs in relation to budget
 - 4. Interpreting good standards of care for children
 - 5. Interpreting sound standards and criteria for engaging qualified personnel
 - 6. Stimulating interest in and recommending development of sound personnel policies by board and staff
 - 7. Helping to develop board participation in committees and other appropriate activities pertinent to the work of the center
 - 8. Interpreting to and assisting the board in its relationships to other community agencies with which co-operative work is necessary to the operation of the center
 - 9. Assisting the board with publicity material
- B. Community
 - 1. Interpreting program, services, and philosophy of the agency to parents and to community agencies and interpreting parent and community needs to the board
 - 2. Participating in appropriate community organizations and committees
 - 3. Working jointly with the board in interpreting and demonstrating the work of the center through planned visiting by appropriate community groups, student training, and selected visits to other community agencies, such as schools, social services, and health organizations
 - 4. Being familiar with the resources of the community such as health, and welfare agencies and using them effectively in supplementing the services of the day care center

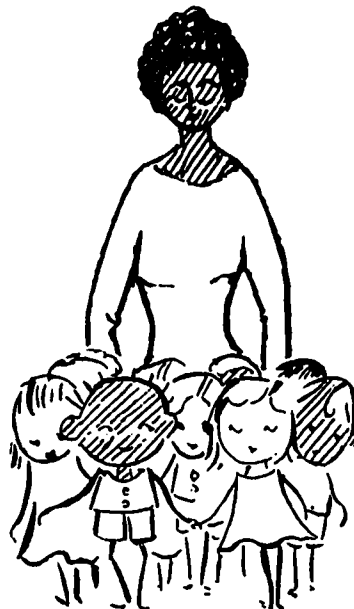
APPENDIX XIV.

A CHECK LIST FOR BOARD EFFICIENCY

Does Our Board Have:

- 1. Regular meetings.
Notice given at least 2 weeks in advance, meetings at least 10 times a year.
- 2. Excuses and absences from meetings recorded.

3. Careful agenda planning, to promote:
Fair and complete discussion time.
Expedition of business.
Interesting meetings.
4. Comprehensive and accurate minutes.
5. Clear and understandable Treasurer's reports.
6. Specific committee assignments for every member of the board.
7. Time for pertinent committee reports.
8. An unobtrusive but continuing plan of education in all matters involving Day Care, with occasional use of outside speakers at meetings and visits to other Centers.
9. A clear understanding of the team work necessary between Board and Staff, so that each understands its own areas of responsibility.
10. A plan for rotation of Board members in order to preserve a well balanced group that reflects all areas of interest in the Center, i.e., parents, local leaders, professionals, and to permit the removal of dead wood.
11. An Annual Meeting that has a wide invitation list and attendance and a program that is informative, interesting and, if possible, fun.
12. A small amount of money to use for sending staff, board and parents to the kind of community meetings that will broaden their horizons and increase their skills.



SUGGESTED REFERENCES

The following is a list of books and pamphlets about child development and program planning for young children:

Your Child from 1 to 6

Children's Bureau Publication #30
Department of Health, Education & Welfare
Washington, D.C.
(available in English & Spanish)

Child Development Guides for Teachers of 3's, 4's, and 5's
New York State Department of Education
Albany, New York

The Five Year Old and His Thinking
New York State Department of Education
Albany, New York

**Guidelines to Parent Teacher Cooperation in
Early Childhood Education**

Newman, Sylvia
Book Lab Inc., Publisher
Division of Scholastic Products
Brooklyn, New York

The Magic Years
Fraiberg, Selma
Charles Scribner's Sons, Publisher
New York, New York

Teaching the Child Under Six
Hymes, James
Charles E. Merrill, Publisher
Division of Bell & Howell
Farmingdale, New York

Introduction to Early Childhood Education
Linden, Evelyn
Franklin Wright Settlement, Publisher
Detroit, Michigan



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